Assessment of the Lower-Division UCA Core Fall 2015

A Report Presented to the UCA Core Council

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INTRODUCTION

The UCA Core is a cohesive curriculum designed to build students' competencies in four knowledge and skill areas: critical inquiry, diversity, effective communication, and responsible living. In December of 2014, the UCA Core Council approved the following 12 learning goals for the four areas and students' knowledge of the UCA Core:

Critical Inquiry
Goal A (Inquiry & Analysis): Demonstrate a knowledge base to ask more informed questions and learn more complex concepts
Goal B (Scientific): Apply scientific processes to solve problems/answer questions
Goal C (Quantitative): Apply quantitative and computational processes to solve problems

Diversity
Goal A (Own): Analyze one's own cultural values and assumptions.
Goal B (Other): Analyze or compare diverse values, traditions, belief systems, and/or perspectives.
Goal C (Creative Works): Analyze creative works within diverse contexts.

Effective Communication
Goal A (Oral): Use appropriate conventions and strategies in oral communication for various audiences and purposes
Goal B (Written): Use appropriate conventions and strategies in written communication for various audiences and purposes
Goal C (Collaboration): Individually apply appropriate verbal and nonverbal strategies to promote collaboration

Responsible Living
Goal A (Ethics): Apply ethical principles to solve problems.
Goal B (Well-being): Make appropriate recommendations based on discipline specific knowledge to address an issue or scenario and evaluate the effect that decisions have on well-being of self, others, society and/or environment(s).

Knowledge of the Core
Goal: Demonstrates an understanding of the mission, goals, and core values of the UCA Core, how the four core competencies relate to the mission and goals, and how the structure of the UCA Core contributes to the student's education.

The UCA Core Council also adopted rubrics to assess students' progress towards each goal (see Appendix A). Each lower-division course in the UCA Core is designated as building students' knowledge and skills towards achieving at least one learning goal. Courses designated as a First Year Seminar (FYS) are also responsible for developing students' written communication and collaboration skills. During the Fall of 2015, the UCA Core Council asked all instructors of lower-division UCA Core courses to assess students' work using the rubrics. This report presents the results of those assessments.

DATA COLLECTION

Procedure

For each learning goal, instructors used the relevant rubric to evaluate students' performance on each specific knowledge or skill area related to the goal. For each area, instructors assigned a score from 0 to 4 corresponding to the student learning outcome that best matched the performance of the student. Instructors cut and pasted their class rosters into pre-defined spreadsheets, and used the spreadsheets to report rubric scores for each student. If a student's performance could not be assessed because the student did not complete the assigned activity or turned in a response that violated academic integrity, the instructor reported an "X." Instructors sent their completed spreadsheets to a department liaison who uploaded the spreadsheets to a Google site.

Participation

Overall, instructors for 473 of the 697 (68%) sections of the lower-division UCA Core reported rubric assessments of the designated learning goal for their courses. Table 1 shows participation by learning goal (see Appendix B for participation by course). Neither the *Undergraduate Bulletin* nor the UCA Core website clearly designated which learning goal should be assessed for courses in the Diversity in World Cultures category or the Responsible Living category of the lower-division UCA Core. Therefore, instructors of courses in the Diversity in World Cultures category were counted as participating if they assessed Diversity Goal A (Own) or Diversity Goal B (Other). Likewise, instructors of courses in the Responsible Living category of the UCA Core were counted as participating if they assessed Responsible Living Goal A (Ethics) or Responsible Living Goal B (Well-Being). Otherwise, data submitted for learning goals not designated for the course or data submitted for upper-division courses were not counted as participating and were not included in this report.

TABLE 1: Participation by Learning Goal

Learning Goal	No. Reporting	No. Sections	Participation Rate
Critical Inquiry A (Inquiry & Analysis)	116	154	75%
Critical Inquiry B (Scientific)	49	118	42%
Critical Inquiry C (Quantitative)	30	74	41%
Diversity A (Own) or B (Others)[1]	42	55	76%
Diversity C (Creative Works)	28	46	61%
Effective Communication A (Oral)	30	56	54%
Effective Communication B (Written)	156	184	85%
Effective Communication B (Collaboration)	47	69	68%
Responsible Living A (Ethics) or B (Well-Being)[1]	72	85	85%
Knowledge of the Core	48	64	75%

Analysis

The percentages and mean of the scores were computed for each specific knowledge or skill area (i.e., row of the rubric) associated with the designated learning goal for each course. Students that were assigned an "X" for incomplete work or academic misconduct were not included in the calculation of the means. In some cases, instructors assigned a numerical score (0 – 4) and an "X" for the same student performance. If the numerical score was zero, it was assumed that the student did not turn in assessable work and therefore the score was recoded as "X" (i.e., the score of zero was removed). If the numerical score was greater than zero, it was assumed that the student did turn in assessable work and therefore the score was recoded as the numerical score (i.e., the "X" was removed).

RESULTS

The following sections report the results of the analyses for each learning goal. Appendix C summarizes these results by course.

Critical Inquiry Goal A (Inquiry and Analysis)

Instructors assessed 3,466 students across the following three specific knowledge and skill areas:

Knowledge: An understanding of the concepts and/or principles in the discipline and how they relate to important questions.

Information: Selecting appropriate and credible information based on knowledge of topic and discipline.

Analysis: Evaluating a position and/or drawing conclusions on significant questions in the discipline.

Table 2 presents the percentage performance of students in these three areas. In all three areas, the majority of students scored 2 or higher. In the area of Knowledge, 59% of students showed at least some knowledge of the concepts/principles of the course and could begin to relate them to important questions in the discipline. In the area of Information, 62% of students could at least select relevant and quality information, even if from limited and/or similar sources. And, in the area of Analysis, 58% could at least summarize different perspectives used in the discipline, even if they did not evaluate a position and/or draw a conclusion.

TABLE 2: Percentage and Mean Student Performance on Critical Inquiry Goal A (Inquiry and Analysis)

Area	%						Mean
	X	0	1	2	3	4	
Knowledge	7%	2%	32%	38%	15%	5%	1.89
Information	7%	3%	27%	42%	14%	5%	1.91
Analysis	7%	4%	31%	37%	16%	5%	1.86

Note: Percentages are based on an N = 3,466. Means are based on an N = 3,207 because mean calculations did not include students assigned an "X."

Critical Inquiry Goal B (Scientific)

Instructors assessed 1,033 students across the following four specific knowledge and skill areas:

Define Problem/Question: A statement or summary that identifies a problem or raises a question that is relevant to the topic or assignment, appropriate to the discipline, and open to empirical inquiry (i.e., objective observation).

Propose Hypotheses: Formulating testable propositions that follow from one particular solution/answer to the problem/question.

Identify Methodology: Selecting the appropriate set of procedures to test the hypotheses.

Evaluate Results: An objective assessment of the hypotheses based on the empirical evidence gathered from the methodology.

Table 3 presents the percentage and mean performance of students in these four areas. In all four areas, at least half of the students scored 2 or higher. In the area of Define Problem/Question, 56% of students could compose a basic, accurate problem/question statement. In the area of Propose Hypotheses, 56% of students could compose a testable hypothesis from a scenario. In the area of Identify Methodology, 51% could distinguish between valid options to select the best strategic plan to address the problem/question. And, in the area of Evaluate Results, 50% could select the best interpretation of results.

TABLE 3: Percentage and Mean Student Performance on Critical Inquiry Goal B (Scientific)

Area	%						Mean
	X	0	1	2	3	4	
Define Problem/Question	15%	7%	22%	30%	16%	10%	1.99
Propose Hypotheses	15%	4%	25%	28%	21%	7%	2.01
Identify Methodology	15%	6%	28%	24%	9%	18%	2.04
Evaluate Results	15%	7%	28%	23%	12%	15%	1.99

Note: Percentages are based on an $N = 1,033$. Means are based on an $N = 882$ because mean calculations did not include students assigned an "X."

Critical Inquiry Goal C (Quantitative)

Instructors assessed 988 students across the following three specific knowledge and skill areas:

Information: Identifying and extracting relevant information needed to solve the problem.

Methods: Selecting the appropriate methods to solve the problem.

Communication: Effectively communicating quantitative concepts or evidence consistent with the purpose of the assignment.

Table 4 presents the percentage and mean performance of students in these three areas. The majority of students scored at least a 2 in Information and Methods, but not in Communication. In the area of Information, 59% of students could at least extract some relevant information needed to solve a problem. In the area of Methods, 56% of students could solve the assigned calculations correctly, though most of them required frequent verbal or supportive cues to do so. In the area of Communication, 68% of students could at least list basic concepts (1 or higher), but only 40% could at least define all major steps needed to solve a problem (2 or higher).

TABLE 4: Percentage and Mean Student Performance on Critical Inquiry Goal C (Quantitative)

	%						
Area	X	0	1	2	3	4	Mean
Information	21%	4%	16%	29%	15%	15%	2.26
Methods	21%	5%	18%	30%	14%	12%	2.15
Communication	21%	10%	28%	23%	12%	5%	1.68

Note: Percentages are based on an *N* = 988. Means are based on an *N* = 777 because mean calculations did not include students assigned an "X."

Diversity Goal A (Own)

Instructors assessed 364 students across the following three specific knowledge and skill areas:

Cultural Self-awareness: Knowledge of how experiences have shaped one's own cultural rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.

Empathy: The ability to imagine one's self as another, with another's interests and emotions, and within another's cultural rules, biases, and perspectives.

Openness: Desire to interact with culturally different others. Interactions with culturally different others should be interpreted broadly, and can include experiences with texts, creative works, or individuals.

Table 5 presents the percentage and mean performance of students in these three areas. Nearly half of all students scored at least a 2. In the area of Cultural Self-awareness, 51% of students could at least identify their own cultural rules, biases, and perspectives, even though most of them demonstrated an uncritical preference for their own culture. In the area of Empathy, 49% of students could at least identify components of other cultural perspectives, even if they tended to respond in all situations with their own worldview. In the area of Openness, 51% of students expressed openness to most, if not all, interactions with culturally different others, though the majority of those students may still have difficulty making informed judgments about differences that show respect for cultural diversity.

TABLE 5: Percentage and Mean Student Performance on Diversity Goal A (Own)

	%						
Area	X	0	1	2	3	4	Mean
Cultural Self-awareness	2%	3%	43%	27%	18%	6%	1.81
Empathy	2%	3%	45%	26%	17%	6%	1.76
Openness	2%	3%	43%	25%	19%	7%	1.84

Note: Percentages are based on an *N* = 364. Means are based on an *N* = 355 because mean calculations did not include students assigned an "X."

Diversity Goal B (Other)

Instructors assessed 904 students across the following three specific knowledge and skill areas:

Cultural Worldview Frameworks: The history, values, politics, communication styles, economics, or beliefs and practices by which people construe their experiences and make sense of the world around them.

Curiosity: Willingness to understand and engage with other worldview frameworks.

Application: Ability to engage and learn from different perspectives and experiences; to understand how one's place in the world both informs and limits one's knowledge.

Table 6 presents the percentage and mean performance of students in these three areas. Over half of all students scored at least a 2 in all three areas. In the area of Cultural Worldview Framework, 61% of students demonstrated adequate understanding of at least a few of the elements important to the worldview framework of another culture. In the area of Curiosity, 65% of students asked at least simple or surface questions about another culture, though most did not seek out answers to those questions. In the area of Application, 58% of students could at least identify multiple perspectives (such as cultural, disciplinary, and ethical) without bias for their own position.

TABLE 6: Percentage and Mean Student Performance on Diversity Goal B (Other)

Area	%						Mean
	X	0	1	2	3	4	
Cultural Worldview Frameworks	10%	5%	23%	43%	12%	6%	1.81
Curiosity	10%	6%	18%	46%	13%	6%	1.76
Application	10%	7%	24%	43%	9%	6%	1.81

Note: Percentages are based on an $N = 904$. Means are based on an $N = 810$ because mean calculations did not include students assigned an "X."

Diversity Goal C (Creative Works)

Instructors assessed 737 students across the following four specific knowledge and skill areas:

Theory/Criticism/Technique: The set of concepts/principles used to create or evaluate creative works.

Themes and Ideas: The concepts expressed in the creative work that are representative of diverse cultures/perspectives.

Context: The personal, social, cultural, and historical influences on the creative work.

Reflection: The articulation of a personal response to the experience of a creative work.

Table 7 presents the percentage and mean performance of students in these four areas. In all four areas, the majority of the students scored 2 or higher. In the area of Theory/Criticism/Technique, 67% of students could identify a general theory, criticism, or

technique and use it to perform at least a basic or cursory analysis of a creative work. In the area of Themes and Ideas, 72% of students could define the major themes or ideas in a creative work and relate them to a particular perspective or culture, even if superficially. In the area of Context, 66% of students could define the context of a given work, with at least a limited explanation of its impact on the work. In the area of Reflection, 67% of students could state with depth and clarity a personal response to a creative work supported by at least basic concepts.

TABLE 7: Percentage and Mean Student Performance on Diversity Goal C (Creative Works)

Area	%						Mean
	X	0	1	2	3	4	
Theory/Criticism/Technique	10%	3%	20%	39%	18%	10%	2.15
Themes and Ideas	10%	1%	18%	44%	19%	9%	2.18
Context	10%	1%	23%	39%	20%	7%	2.10
Reflection	10%	1%	22%	41%	18%	8%	2.11

Note: Percentages are based on an N = 737. Means are based on an N = 665 because mean calculations did not include students assigned an "X."

Effective Communication Goal A (Oral)

Instructors assessed 611 students across the following five specific knowledge and skill areas:

Central Message: The topic, thesis, or main point of the communication that is consistent with the purpose of the assignment.

Organization: The grouping of material in the communication, including a specific introduction, conclusion, sequenced material within the body, and transitions.

Supporting Material/Evidence: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or other kinds of information or analysis that support the central message.

Context and Audience: The people and situations surrounding the communication, including the cognitive, social, and cultural factors that influence the audience and communicator.

Verbal and Nonverbal Delivery: Posture, gesture, eye contact, vocal expressiveness (loudness, tone, emphasis), and vocal fillers ("um," "uh," "like," "you know," etc.).

Table 8 presents the percentage and mean performance of students in these five areas. In all five areas, the majority of the students scored 3 or higher. In the area of Central Message, 65% of students could at least articulate a clear and consistent central message with the supporting material. In the area of Organization, 54% of students' organizational pattern was clear and consistent, if not always polished. In the area of Supporting Material/Evidence, 50% of students presented sufficient and relevant supporting materials, though in most cases without analysis,

comparisons, or credible authorities. In the area of Context and Audience, 63% of students demonstrated at least adequate consideration of the context and used thoughtful language given the audience. In the area of Verbal and Nonverbal Delivery, 52% of students at least appeared comfortable, if not polished, and their delivery at least made the presentation interesting, if not compelling.

TABLE 8: Percentage and Mean Student Performance on Effective Communication A (Oral)

Area	%						Mean
	X	0	1	2	3	4	
Central Message	6%	0%	2%	27%	47%	18%	2.85
Organization	6%	0%	5%	35%	36%	18%	2.70
Supporting Material/Evidence	6%	3%	9%	32%	33%	17%	2.56
Context and Audience	6%	0%	3%	28%	49%	14%	2.78
Verbal and Nonverbal Delivery	6%	0%	6%	36%	41%	11%	2.61

Note: Percentages are based on an N = 611. Means are based on an N = 575 because mean calculations did not include students assigned an "X."

Effective Communication Goal B (Written)

Instructors assessed 2,370 students across the following five specific knowledge and skill areas:

Central Message: The topic, thesis, or main point of the communication that is consistent with the purpose of the assignment.

Organization: The grouping of material in the communication, including a specific introduction, conclusion, sequenced material within the body, and transitions.

Supporting Material/Evidence: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or other kinds of information or analysis that support the central message.

Context and Audience: The people and situations surrounding the communication, including the cognitive, social, and cultural factors that influence the audience and communicator.

Control of Syntax and Mechanics: The use of language to communicate meaning, including word choice, sentence and paragraph structure, grammar, punctuation, and spelling.

Table 9 presents the percentage and mean performance of students in these five areas. In all five areas, the majority of the students scored 2 or higher. In the area of Central Message, 83% of students could at least articulate a central message that is basically understandable, even if not reinforced. In the area of Organization, 80% of students' organizational pattern was at least partially developed, if not entirely clear, consistent, or polished. In the area of Supporting Material/Evidence, 77% of students could at least use some supporting materials with limited or incomplete explanations, examples, and/or descriptions. In the area of Context and Audience, 77% of students at least demonstrated some awareness of the context, even if they

used mundane language given the audience. In the area of Control of Syntax and Mechanics, 44% of students at least used syntax and mechanics that generally conveyed meaning with clarity (a score 3 or higher), whereas an additional 35% exhibited substantive errors which, at times, impeded clarity (score of 2).

TABLE 9: Percentage and Mean Student Performance on Effective Communication B (Written)

Area	%						Mean
	X	0	1	2	3	4	
Central Message	5%	1%	12%	35%	36%	12%	2.48
Organization	5%	0%	14%	38%	30%	12%	2.41
Supporting Material/Evidence	5%	1%	17%	37%	29%	11%	2.32
Context and Audience	5%	1%	16%	38%	29%	10%	2.33
Control of Syntax and Mechanics	5%	1%	15%	35%	35%	9%	2.38

Note: Percentages are based on an $N = 2,370$. Means are based on an $N = 2,251$ because mean calculations did not include students assigned an "X."

Effective Communication Goal C (Collaboration)

Instructors assessed 890 students across the following two specific knowledge and skill areas:

Individual Contributions: The contributions of a single student that advances a group project, including:

- Completes all assigned tasks in a timely manner.

- Work is thorough, comprehensive and advances the project.

- Articulates the merits of alternative ideas or proposals.

- Constructively builds upon or synthesizes the contributions of others.

- Punctual, focused, and prepared.

Fosters Constructive Team Climate: Student behaviors that promote collaboration among group members, including:

- Treats team members respectfully by being polite and constructive in communication.
- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.
- Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
- Provides assistance to team members.
- Engages team members in ways that facilitate their contributions.

Table 10 presents the percentage and mean performance of students in these two areas. In both areas, the majority of students scored 2 or higher. In the area of Individual Contributions, 82% of students consistently made at least two individual contributions that advanced the

group project. In the area of Fosters Constructive Team Climate, 83% of students consistently engaged in at least two behaviors that supported a constructive team climate.

TABLE 10: Percentage and Mean Student Performance on Effective Communication C (Collaboration)

Area	%						Mean
	X	0	1	2	3	4	
Individual Contributions	2%	2%	14%	44%	28%	10%	2.31
Fosters Constructive Team Climate	2%	2%	12%	43%	29%	11%	2.37

Note: Percentages are based on an *N* = 890. Means are based on an *N* = 869 because mean calculations did not include students assigned an "X."

Responsible Living Goal A (Ethics)

Instructors assessed 865 students across the following three specific knowledge and skill areas:

Ethical Awareness: Awareness of the core beliefs that consciously or unconsciously influence one's own and others' ethical conduct and reasoning. Core beliefs can reflect one's environment, religion, culture, or training. A person may or may not choose to act on their core beliefs.

Ethical Issue Recognition: Recognition of various ethical issues and their interconnections in complex contexts (i.e., the obvious and subtle connections between/among the sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas/issues into the problem; e.g., relationship of production of corn as part of the climate change issue).

Ethical Application: The application of different ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (rights, justice, duty) to analyze the ethical issues of a problem.

Table 11 presents the percentage and mean performance of students in these three areas. In the area of Ethical Awareness, nearly half of the students (49%) scored a 2 or higher, meaning they could describe basic core beliefs and/or their origins, but not always with depth or clarity. However, in the areas of Ethical Issue Recognition and Ethical Application, the majority of students (52% and 51% respectively) scored a 1. Only 39% of students scored 2 or higher in Ethical Issue Recognition and could at least describe basic ethical issues in their context, and only 41% scored 2 or higher in Ethical Applications and could at least apply ethical concepts in formulating a position.

TABLE 11: Percentage and Mean Student Performance on Responsible Living A (Ethics)

Area	%						Mean
	X	0	1	2	3	4	
Ethical Awareness	7%	1%	43%	27%	9%	13%	1.90
Ethical Issue Recognition	7%	1%	52%	19%	9%	11%	1.76
Ethical Applications	7%	1%	51%	21%	11%	9%	1.73

Note: Percentages are based on an N = 865. Means are based on an N = 803 because mean calculations did not include students assigned an "X."

Responsible Living Goal B (Well-Being)

Instructors assessed 1,276 students across the following three specific knowledge and skill areas:

Issue Recognition: Recognition of various issues that affect well-being and their interconnections in complex contexts. The interconnections of issues in complex context refer to the obvious and subtle connections between/among the sub-parts or situational conditions of a scenario that bring two or more dilemmas/issues into the problem (e.g., relationship of health screenings to increased health care costs).

Analysis of Knowledge: The ability to extend discipline based knowledge to decision making and/or develop a recommended course of action based on discipline specific knowledge.

Impact of Decisions: The consequences—good or bad—of decisions on the well-being of self, others, society and/or environment(s).

Table 12 presents the percentage and mean performance of students in these three areas. The majority of students scored 2 or higher in all three areas. In the area of Issue Recognition, 72% of students could at least describe basic issues related to well-being in their context. In the area of Analysis of Knowledge, 69% of students could at least begin to connect discipline based knowledge and make limited relevant connections to a specific decision or recommended course of action. In the area of Impact on Decision, 67% of students could at least identify some limited consequences of a decision or recommended a course of action and describe the consequences.

TABLE 12: Percentage and Mean Student Performance on Responsible Living B (Well-Being)

Area	%						Mean
	X	0	1	2	3	4	
Issue Recognition	8%	2%	18%	32%	30%	10%	2.29
Analysis of Knowledge	8%	6%	18%	33%	31%	5%	2.13
Impact of Decision	8%	5%	20%	32%	31%	4%	2.11

Note: Percentages are based on an N = 1,276. Means are based on an N = 1,175 because mean calculations did not include students assigned an "X."

Knowledge of the Core

Instructors assessed 957 students on the following specific knowledge and skill area:

> **Understanding of the UCA Core:** Knowledge of the meaning and interconnections of the components and requirements of the UCA Core as well as their contribution to the student's education as a whole.

Table 13 presents the percentage and mean performance of students in this area. The majority of students (74%) scored 2 or higher, and could at least describe the components and requirements of the UCA Core, as well as either their interconnections or contributions to students' education.

TABLE 13: Percentage and Mean Student Performance on Knowledge of the UCA Core

Area	%						Mean
	X	0	1	2	3	4	
Understanding of the UCA Core	7%	1%	17%	33%	25%	16%	2.41

Note: Percentages are based on an N = 957. Means are based on an N = 893 because mean calculations did not include students assigned an "X."

APPENDIX A
UCA Core Rubrics

UCA CORE – Critical Inquiry Rubric A (Inquiry and Analysis)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes					Assign a zero for performance that does not meet a score of one (1).
	4	3	2	1	0	
Knowledge	Shows both a broad and deep understanding of the concepts/principles and their relevance to important questions in the discipline.	Shows a general grasp of the concepts/principles and how they relate to important questions in the discipline.	Shows some knowledge of the concepts/principles and can begin to relate them to important questions in the discipline.	Shows some knowledge of the concepts/principles and limited ability to relate them to important questions in the discipline.		
Information	Selects information from the most relevant and credible sources, without critical omissions of key sources.	Selects relevant information from a variety of sources, but may lack some appropriate and credible sources.	Selects information from limited and similar sources.	Selects information randomly that lacks relevance and quality; or was given the information by instructor.		
Analysis	Justifies a position and/or draws a logical conclusion using appropriate disciplinary analysis on a significant question or problem.	Presents a position and/or conclusion on a significant question/problem using appropriate disciplinary analysis, but lacks depth and/or draws a weak/illogical conclusion	Summarizes different perspectives used in the discipline but does not evaluate a position and/or draw a conclusion.	Recognizes there are multiple approaches to academic questions/problems.		

UCA CORE – Critical Inquiry Rubric B (Scientific)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes					Assign a zero for performance that does not meet a score of one (1).
	4	3	2	1	0	
Define Problem/Question	Communicates comprehensive, contextual understanding of the problem/question.	Compares problem/question statements to determine which best summarizes the problem.	Composes a basic, accurate problem/question statement.	Recognizes an applicable problem/question statement.		
Propose Hypotheses	Communicates a hypothesis reflecting a comprehensive understanding of the problem/question.	Develops a hypothesis that links variables.	Composes a testable hypothesis from a scenario.	Recognizes a testable hypothesis.		
Identify Methodology	Proposes complex, multi-level strategic approaches for solving the problem or addressing the question.	Devises a complete appropriate strategic plan including controls to address the problem/question.	Distinguishes between valid options to select the best strategic plan to address the problem/question.	Recognizes appropriate strategic steps that address the problem/question.		
Evaluate Results	Articulates a comprehensive evaluation of results including next steps.	Produces an accurate interpretation of data including a consideration of sources of error.	Selects the best interpretation of results.	Recognizes an accurate interpretation of results.		

UCA CORE – Critical Inquiry Rubric C (Quantitative)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				
	4	3	2	1	0
Information	Justifies solution in terms of relevant information needed to solve a problem.	Extracts all relevant information needed to solve a problem, but cannot justify the solution.	Extracts some, but not all, relevant information needed to solve a problem.	Recognizes relevant information needed to solve the problem, but cannot extract the information.	Assign a zero for performance that does not meet a score of one (1).
Methods	Solves a variety of problems using appropriate methods with consistent accuracy without verbal or supporting cues.	Uses appropriate methods to calculate problems accurately with occasional verbal or supportive cues. Independent calculations. Includes minor errors.	Solves calculations correctly but requires frequent verbal or supportive cues. Independent calculation accuracy is erratic.	Performs calculations with minimal accuracy independently. Can perform calculation accurately but only with continuous verbal and supportive cues.	
Communication	Articulates a variety of complex concepts in a logical and comprehensible manner.	Generates explanations of concepts that are detailed and clear.	Defines all major steps with some details missed or some language not completely precise.	Lists basic concepts.	

UCA CORE – Diversity Rubric A (Own)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				
	4	3	2	1	0
Cultural Self-awareness	Articulates critical and substantive insights into own cultural rules, biases, and perspectives.	Recognizes own cultural rules, biases, and perspectives; demonstrates a willingness to think critically/analytically about them, but not always able to articulate them well.	Identifies own cultural rules, biases, and perspectives, but demonstrates an uncritical preference for own culture.	Shows minimal awareness of own cultural rules, biases, and perspectives.	Assign a zero for performance that does not meet a score of one (1).
Empathy	Interprets intercultural experiences from perspectives of own and more than one worldview. Demonstrates ability to think in an empathetic manner regarding those outside of own group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in analysis.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	
Openness	Fully develops interactions with culturally different others. Makes informed judgments about differences that show respect for cultural diversity.	Initiates but does not fully develop interactions with culturally different others. Begins to make informed judgments about differences that show respect for cultural diversity.	Expresses openness to most, if not all, interactions with culturally different others. May have difficulty making informed judgments about differences that show respect for cultural diversity.	Receptive to interacting with culturally different others. Has difficulty making informed judgments about differences that show respect for cultural diversity.	

UCA CORE – Diversity Rubric B (Other)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				
	4	3	2	1	0
Cultural Worldview Frameworks	Demonstrates sophisticated understanding of the complex elements important to a worldview framework.	Demonstrates full understanding of the obvious elements important to a worldview framework.	Demonstrates adequate understanding of a few of the elements important to a worldview framework.	Demonstrates inadequate understanding of a few of the elements important to a worldview framework.	Assign a zero for performance that does not meet a score of one (1).
Curiosity	Asks complex questions about other cultures/ institutions/ structures, seeks out and articulates answers to these questions that reflect multiple perspectives.	Asks questions about other cultures/institutions/structures and seeks out answers to these questions.	Asks simple or surface questions about other cultures/institutions/structures but does not seek out answers to these questions.	Demonstrates minimal interest in learning more about other cultures/institutions/structures.	
Application	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (such as cultural, disciplinary, and ethical.)	Summarizes other perspectives (such as cultural, disciplinary, and ethical) but unable to apply knowledge of those perspectives to advanced problems.	Identifies multiple perspectives (such as cultural, disciplinary, and ethical) without bias for own positioning.	Identifies multiple perspectives while maintaining a preference for own positioning (such as cultural, disciplinary, and ethical).	

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UCA CORE – Diversity Rubric C (Creative Works)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				
	4	3	2	1	0
Theory/Criticism/Technique	Identifies the most appropriate theory/criticism/technique and performs a sophisticated analysis.	Identifies a relevant theory/criticism/technique and performs a thorough analysis.	Identifies a general theory/criticism/technique and performs a basic or cursory analysis.	Identifies a theory/criticism/technique that could be used to analyze a work, but does not apply it.	Assign a zero for performance that does not meet a score of one (1).
Themes and ideas	Analyzes themes/ideas and relates them to perspectives/cultures with detailed and nuanced evidence.	Discusses a variety of themes/ideas and relates them to perspectives/cultures, but lacks detailed evidence.	Defines only the major themes/ideas and relates them to perspectives/cultures superficially.	Recognizes themes and ideas but unable to relate them to perspectives/cultures.	
Context	Analyzes the context(s) with sophisticated attention to the impact on the work(s) and/or other works.	Discusses context(s) and explains its impact on the work(s).	Defines the context(s) of the work(s), but explanation of its impact on the work(s) is limited.	Recognizes the general context(s) but cannot connect context to its impact on the work(s).	
Reflection	States a personal response supported by advanced concepts with depth and clarity.	States a personal response supported by advanced concepts but lacks depth and/or clarity.	States a personal response supported by basic concepts with depth and clarity.	States a personal response supported by basic concepts but lacks depth and/or clarity.	

UCA CORE – Communication Rubric A (Oral)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				
	4	3	2	1	0
Central Message	Central message is compelling, reinforced, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not reinforced.	Central message can be deduced, but is not explicitly stated.	Assign a zero for performance that does not meet a score of one (1).
Organization	Organizational pattern is clear and consistent, polished; makes the content cohesive.	Organizational pattern is clear and consistent.	Organizational pattern is partially developed.	Organizational pattern is poorly developed and unclear.	
Supporting Material / Evidence	Employs timely and relevant material to provide effective support in a way that reflects a thorough understanding of the topic/thesis.	Selects sufficient and relevant supporting materials, but lack in analysis, comparisons, or credible authorities.	Uses some supporting materials with limited or incomplete explanations, examples, and/or descriptions.	Insufficient or inappropriate supporting materials used.	
Context and Audience	Demonstrates a thorough understanding of the context; uses compelling language appropriate to the audience	Demonstrates adequate consideration of the context and uses thoughtful language given the audience	Demonstrates some awareness of the context and uses mundane language given the audience	Demonstrates minimal attention to the context and uses unclear language given the audience	
Verbal and Nonverbal Delivery	Delivery makes the presentation compelling and speaker appears polished and confident.	Delivery makes the presentation interesting and speaker appears comfortable.	Delivery makes the presentation understandable but speaker appears tentative.	Delivery is understandable but speaker appears uncomfortable.	

UCA CORE – Communication Rubric B (Written)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes					Assign a zero for performance that does not meet a score of one (1).
	4	3	2	1	0	
Central Message	Central message is compelling, reinforced, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not reinforced.	Central message can be deduced, but is not explicitly stated.		
Organization	Organizational pattern is clear and consistent, polished, and makes the content cohesive.	Organizational pattern is clear and consistent.	Organizational pattern is partially developed.	Organizational pattern is poorly developed and unclear.		
Supporting Material /Evidence	Employs timely and relevant material to provide effective support in a way that reflects a thorough understanding of the topic/thesis.	Selects sufficient and relevant supporting materials, but lack in analysis, comparisons, or credible authorities.	Uses some supporting materials with limited or incomplete explanations, examples, and/or descriptions.	Uses insufficient or inappropriate supporting materials.		
Context and Audience	Demonstrates a thorough understanding of the context, uses compelling language appropriate to the audience	Demonstrates adequate consideration of the context and uses thoughtful language given the audience	Demonstrates some awareness of the context and uses mundane language given the audience	Demonstrates minimal attention to the context and uses unclear language given the audience		
Control of Syntax and Mechanics	Demonstrates clear and fluid control of syntax and mechanics that skillfully communicates meaning to readers and is virtually error-free.	Uses syntax and mechanics that generally conveys meaning to readers with clarity. The language has few errors.	Exhibits substantive errors in syntax and mechanics which, at times, impedes the clarity of the work.	Shows a serious pattern of error in syntax and mechanics that interferes with meaning.		

UCA CORE – Communication Rubric C (Collaboration)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Individual Contributions • Completes all assigned tasks in a timely manner. • Work is thorough, comprehensive and advances the project. • Articulates the merits of alternative ideas or proposals. • Constructively builds upon or synthesizes the contributions of others. • Punctual, focused, and prepared.	Consistently makes all the individual contributions bulleted to the left.	Consistently makes 4 of the individual contributions bulleted to the left.	Consistently makes 2-3 of the individual contributions bulleted to the left.	Consistently makes 1 of the individual contributions bulleted to the left.	Assign a zero for performance that does not meet the one (1) score.
Fosters Constructive Team Climate • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance to team members. • Engages team members in ways that facilitate their contributions.	Consistently supports a constructive team climate by doing all of the bulleted behaviors to the left.	Consistently supports a constructive team climate by doing any 4 of the bulleted behaviors to the left.	Consistently supports a constructive team climate by doing any 2-3 of the bulleted behaviors to the left.	Consistently supports a constructive team climate by doing only 1 of the bulleted behaviors to the left.	

UCA CORE – Responsible Living Rubric A (Ethics)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				
	4	3	2	1	0
Ethical Awareness	Analyzes core beliefs and their origins with depth and clarity.	Discusses core beliefs and their origins, but with minimal depth and/or clarity.	Describes basic core beliefs and/or their origins, but lacks depth or clarity.	Identifies only basic core beliefs.	Assign a zero for performance that does not meet a score of one (1).
Ethical Issue Recognition	Articulates BOTH the ethical issues in complex contexts AND their interconnections.	Discusses ethical issues in complex contexts, but does not fully describe their interconnections.	Describes basic ethical issues in their context, but poorly describes their interconnections.	Identifies some basic ethical issues, but does not identify their interconnections.	
Ethical Application	Applies ethical concepts accurately in formulating a position and defends the position by evaluating alternative courses of action.	Applies ethical concepts accurately in formulating a position, but does not fully defend the position by evaluating alternative courses of action.	Applies ethical concepts in formulating a position, but cannot identify alternative courses of action to defend the position.	States a position but does not adequately apply ethical concepts.	

UCA CORE – Responsible Living Rubric B (Well-Being)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				
	4	3	2	1	0
Issue Recognition	Articulates BOTH the issues in complex contexts AND their interconnections.	Discusses issues in complex contexts, but does not fully describe their interconnections.	Describes basic issues in their context, but poorly describes their interconnections.	Identifies some basic issues, but does not identify their interconnections.	Assign a zero for performance that does not meet a score of one (1).
Analysis of Knowledge	Extends discipline based knowledge to decision making or developing a recommended course of action for a new or unstructured scenario.	Articulates a clear understanding of discipline based knowledge making relevant connections to a specific decision or recommended course of action.	Begins to connect discipline based knowledge making limited relevant connections to a specific decision or recommended course of action.	Begins to identify basic principles of discipline based knowledge relevant to a specific decision or recommended course of action.	
Impact of Decisions	Demonstrates an ability to connect decisions and/ or recommendations with consequences (positive and negative) of decisions and articulates those impacts within complex contexts.	Demonstrates an ability to identify consequences (positive and negative) of decisions and discusses them within a limited context.	Identifies limited consequences of each possible decision or recommended course of action and describes those consequences.	Identifies a limited set of possible consequences of a decision.	

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UCA CORE – FYS: Knowledge of the Core

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				
	4	3	2	1	0
Understanding of the UCA Core	Fully articulates the meaning and interconnections of the components and requirements of the UCA Core, as well as their contribution to the student's education.	Discusses the meaning and interconnections of the components and requirements of the UCA Core, as well as their contribution to the student's education but with minimal depth and/or clarity.	Describes the components and requirements of the UCA Core, as well as either their interconnections or contributions to the student's education.	Identifies components and requirements of the UCA Core, but not their interconnections or contributions to the student's education.	Assign a zero for performance that does not meet a score of one (1).

APPENDIX B

Course Participation by Learning Goal

Course x Learning Goal	No. Reporting	No. Sections	Participation Rate
Critical Inquiry A (Inquiry & Analysis)			
AFAM 1330	6	6	100%
ART 2300	5	10	50%
CHIN 2320	1	1	100%
ECON 2320	0	6	0%
ECON 2321	0	4	0%
ENGL 1350	0	1	0%
ENGL 1355	4	5	80%
FILM 2300	0	2	0%
FREN 2320	1	1	100%
GEOG 1305	2	5	40%
GERM 2320	1	1	100%
HIST 2301	10	13	77%
HIST 2302	9	14	64%
HONC 1310	9	9	100%
MGMT 2341	2	2	100%
PHIL 1301	10	10	100%
PHIL 2305	2	4	50%
PSCI 1300	0	2	0%
PSCI 1330	12	13	92%
PSCI 2300	3	3	100%
PSYC 1300	17	18	94%
RELG 1330	2	2	100%
SOC 1300	12	12	100%
SPAN 2320	1	2	50%
THEA 2300	5	6	83%
WLAN 2350	2	2	100%
Critical Inquiry B (Scientific)			
BIOL 1400	7	20	35%
BIOL 1401	0	4	0%
BIOL 1402	0	6	0%
BIOL 1410	3	11	27%
BIOL 1440	8	18	44%
CHEM 1400	0	2	0%
CHEM 1402	0	9	0%
CHEM 1450	0	13	0%

Course x Learning Goal	No. Reporting	No. Sections	Participation Rate
GEOG 1400	3	3	100%
PHYS 1400	17	18	94%
PHYS 1401	4	4	100%
PHYS 1410	4	7	57%
PHYS 1441	3	3	100%
Critical Inquiry C (Quantitative)			
MATH 1360	4	11	36%
MATH 1390	21	45	47%
MATH 1392	0	3	0%
MATH 1395	5	5	100%
MATH 1491	0	3	0%
MATH 1496	0	4	0%
MATH 1580	0	3	0%
Diversity A (Own) or B (Others)			
ANTH 1302	4	4	100%
ECON 2310	9	12	75%
ENGL 2305	0	2	0%
ENGL 2306	0	1	0%
ENGL 2320	0	2	0%
GEOG 1320	2	2	100%
HONC 2310[2]	6	6	100%
HIST 1310	6	9	67%
HIST 1320	8	9	89%
LALS 2300	0	1	0%
PHIL 1330	2	2	100%
RELG 1320	5	5	100%
Diversity C (Creative Works)			
ENGL 2370	5	11	45%
ENGL 2380	2	6	33%
ENGL 2390	0	4	0%
HONC 2320	0	2	0%
MUS 2300	17	17	100%
WLAN 2315	0	1	0%
WRTG 2310	4	5	80%
Effective Communication A (Oral)			
COMM 1300	30	48	63%
MGMT 2301	0	7	0%
MKTG 2376	0	1	0%
Effective Communication B (Written)			
AFAM 1330[1]	1	1	100%

Course x Learning Goal	No. Reporting	No. Sections	Participation Rate
COMM 1306[1]	0	1	0%
ENGL 1355[1]	1	3	33%
ENGL 2306[1]	1	1	100%
ENGL 2320[1]	0	1	0%
ENGL 2370[1]	4	5	80%
ENGL 2380[1]	1	2	50%
ENGL 2390[1]	1	2	50%
GEOG 1305[1]	2	3	67%
GEOG 1320[1]	1	1	100%
H ED 1320[1]	4	6	67%
H ED 2320[1]	1	1	100%
HIST 1310[1]	0	1	0%
HIST 1320[1]	1	1	100%
HIST 2301[1]	2	4	50%
HIST 2302[1]	3	5	60%
HONC 1310[1]	9	9	100%
KPED 1320[1]	2	5	40%
MUS 2300[1]	0	3	0%
PHIL 1301[1]	2	2	100%
PHIL 2325[1]	3	3	100%
PHIL 2360[1]	2	2	100%
PSCI 2315[1]	1	1	100%
PSYC 1300[1]	0	3	0%
SOC 1300[1]	2	2	100%
THEA 2300[1]	0	1	0%
WRTG 1310	93	96	97%
WRTG 1320	19	19	100%
Effective Communication B (Collaboration)			
AFAM 1330[1]	1	1	100%
COMM 1306[1]	1	1	100%
ENGL 1355[1]	1	3	33%
ENGL 2306[1]	1	1	100%
ENGL 2320[1]	0	1	0%
ENGL 2370[1]	5	5	100%
ENGL 2380[1]	2	2	100%
ENGL 2390[1]	1	2	50%
GEOG 1305[1]	2	3	67%
GEOG 1320[1]	1	1	100%
H ED 1320[1]	3	6	50%
H ED 2320[1]	1	1	100%

Course x Learning Goal	No. Reporting	No. Sections	Participation Rate
HIST 1310[1]	0	1	0%
HIST 1320[1]	1	1	100%
HIST 2301[1]	2	4	50%
HIST 2302[1]	3	5	60%
HONC 1310[1]	9	9	100%
KPED 1320[1]	2	5	40%
MUS 2300[1]	0	3	0%
PHIL 1301[1]	2	2	100%
PHIL 2325[1]	3	3	100%
PHIL 2360[1]	2	2	100%
PSCI 2315[1]	1	1	100%
PSYC 1300[1]	0	3	0%
SOC 1300[1]	2	2	100%
THEA 2300[1]	0	1	0%
Responsible Living A (Ethics) or B (Well-Being)			
COMM 1306	0	1	0%
ECON 1310	2	2	100%
FACS 2341	9	9	100%
FACS 2351	4	4	100%
FINA 2330	0	2	0%
H ED 1320	8	13	62%
H ED 2320	1	2	50%
HONC 2310[2]	6	6	100%
KPED 1320	14	17	82%
MCOM 1300	3	3	100%
NUTR 1300	14	15	93%
PHIL 2325	3	3	100%
PHIL 2360	3	3	100%
PSCI 2315	2	2	100%
SOC 2325	2	2	100%
WRTG 2325	1	1	100%
Knowledge of the Core			
AFAM 1330[1]	1	1	100%
COMM 1306[1]	0	1	0%
ENGL 1355[1]	2	3	67%
ENGL 2306[1]	1	1	100%
ENGL 2320[1]	0	1	0%
ENGL 2370[1]	4	5	80%
ENGL 2380[1]	0	2	0%
ENGL 2390[1]	0	2	0%

Course x Learning Goal	No. Reporting	No. Sections	Participation Rate
GEOG 1305[1]	2	3	67%
GEOG 1320[1]	1	1	100%
H ED 1320[1]	4	6	67%
H ED 2320[1]	1	1	100%
HIST 1310[1]	0	1	0%
HIST 1320[1]	1	1	100%
HIST 2301[1]	4	4	100%
HIST 2302[1]	4	5	80%
HONC 1310[1]	9	9	100%
MUS 2300[1]	3	3	100%
PHIL 1301[1]	2	2	100%
PHIL 2325[1]	3	3	100%
PHIL 2360[1]	2	2	100%
PSCI 2315[1]	1	1	100%
PSYC 1300[1]	1	3	33%
SOC 1300[1]	2	2	100%
THEA 2300[1]	0	1	0%

[1] First Year Seminar courses

[2] HONC 2310 assessed Diversity learning goal A (Own) and Responsible Living learning goal A (Ethics).

APPENDIX C

Student Performance in UCA Core Courses by Learning Goal and Area

Note: *N* includes students assigned an "X." However, the mean computations did not include students assigned an "X."

Critical Inquiry Goal A (Inquiry and Analysis)

	%							
Course x Area	**X**	**0**	**1**	**2**	**3**	**4**	***N***	**Mean**
Knowledge								
AFAM 1330	6%	2%	45%	34%	10%	3%	156	1.66
ART 2300	7%	0%	15%	56%	21%	1%	151	2.08
CHIN 2320	0%	0%	0%	0%	67%	33%	3	3.33
ENGL 1355	1%	0%	53%	46%	0%	0%	109	1.46
FREN 2320	0%	0%	33%	67%	0%	0%	3	1.67
GEOG 1305	0%	0%	10%	46%	32%	12%	41	2.46
GERM 2320	20%	0%	20%	20%	40%	0%	5	2.25
HIST 2301	5%	3%	37%	38%	13%	3%	290	1.75
HIST 2302	12%	0%	24%	30%	32%	3%	226	2.14
HONC 1310	0%	1%	1%	44%	53%	1%	78	2.51
MGMT 2341	20%	0%	21%	29%	23%	8%	66	2.21
PHIL 1301	12%	4%	27%	43%	9%	6%	280	1.83
PHIL 2305	9%	0%	16%	72%	3%	0%	58	1.87
PSCI 1330	3%	6%	32%	27%	20%	12%	442	2.01
PSCI 2300	5%	0%	0%	5%	54%	36%	56	3.32
PSYC 1300	9%	0%	33%	44%	9%	5%	905	1.85
RELG 1330	9%	7%	70%	12%	1%	0%	67	1.08
SOC 1300	8%	5%	49%	38%	0%	0%	364	1.35
SPAN 2320	0%	0%	0%	100%	0%	0%	5	2.00
THEA 2300	9%	0%	10%	38%	37%	5%	115	2.41
WLAN 2350	0%	0%	2%	37%	33%	28%	46	2.87
Information								
AFAM 1330	8%	47%	26%	9%	3%	6%	156	1.48
ART 2300	0%	13%	53%	27%	1%	7%	151	2.17
CHIN 2320	0%	0%	33%	67%	0%	0%	3	2.67
ENGL 1355	0%	54%	43%	2%	0%	1%	109	1.47
FREN 2320	0%	0%	100%	0%	0%	0%	3	2.00
GEOG 1305	0%	15%	71%	15%	0%	0%	41	2.00
GERM 2320	0%	80%	0%	0%	0%	20%	5	1.00
HIST 2301	3%	38%	35%	16%	3%	5%	290	1.75
HIST 2302	0%	17%	32%	34%	6%	12%	226	2.33

Course x Area	%						N	Mean
	X	0	1	2	3	4		
HONC 1310	1%	1%	47%	26%	24%	0%	78	2.71
MGMT 2341	2%	18%	30%	24%	6%	20%	66	2.19
PHIL 1301	4%	25%	47%	11%	2%	12%	280	1.79
PHIL 2305	0%	9%	78%	5%	0%	9%	58	1.96
PSCI 1330	4%	21%	36%	25%	11%	3%	442	2.19
PSCI 2300	0%	4%	16%	20%	55%	5%	56	3.34
PSYC 1300	1%	32%	45%	8%	5%	9%	905	1.84
RELG 1330	1%	57%	24%	9%	0%	9%	67	1.44
SOC 1300	10%	34%	49%	0%	0%	8%	364	1.42
SPAN 2320	0%	0%	100%	0%	0%	0%	5	2.00
THEA 2300	0%	10%	55%	23%	3%	9%	115	2.20
WLAN 2350	0%	7%	61%	26%	7%	0%	46	2.33
Analysis								
AFAM 1330	22%	39%	21%	9%	3%	6%	156	1.29
ART 2300	0%	23%	50%	21%	1%	7%	151	1.99
CHIN 2320	0%	0%	67%	33%	0%	0%	3	2.33
ENGL 1355	0%	36%	39%	24%	0%	1%	109	1.88
FREN 2320	0%	100%	0%	0%	0%	0%	3	1.00
GEOG 1305	0%	10%	73%	17%	0%	0%	41	2.07
GERM 2320	0%	20%	20%	40%	0%	20%	5	2.25
HIST 2301	4%	43%	28%	17%	3%	5%	290	1.69
HIST 2302	2%	23%	36%	21%	7%	12%	226	2.08
HONC 1310	1%	0%	26%	41%	32%	0%	78	3.03
MGMT 2341	3%	12%	32%	26%	8%	20%	66	2.28
PHIL 1301	4%	19%	28%	35%	3%	12%	280	2.15
PHIL 2305	0%	9%	67%	16%	0%	9%	58	2.08
PSCI 1330	6%	41%	24%	18%	7%	3%	442	1.78
PSCI 2300	0%	4%	9%	23%	59%	5%	56	3.45
PSYC 1300	0%	32%	46%	7%	5%	9%	905	1.82
RELG 1330	7%	49%	24%	9%	1%	9%	67	1.43
SOC 1300	9%	45%	38%	0%	0%	8%	364	1.33
SPAN 2320	0%	0%	100%	0%	0%	0%	5	2.00
THEA 2300	1%	14%	43%	31%	3%	9%	115	2.23
WLAN 2350	0%	11%	57%	26%	7%	0%	46	2.28

Critical Inquiry Goal B (Scientific)

Course x Area	X	0	1	2	3	4	N	Mean
				%				
Define Problem/Question								
BIOL 1400	14%	2%	18%	39%	15%	12%	153	2.20
BIOL 1410	11%	0%	18%	65%	6%	0%	72	1.86
BIOL 1440	10%	0%	24%	35%	31%	1%	163	2.09
GEOG 1400	3%	42%	53%	2%	0%	0%	66	0.58
PHYS 1400	22%	11%	19%	19%	15%	15%	387	2.06
PHYS 1401	22%	2%	0%	10%	25%	41%	59	3.33
PHYS 1410	5%	0%	33%	62%	0%	0%	82	1.65
PHYS 1441	6%	4%	33%	25%	22%	10%	51	2.00
Propose Hypotheses								
BIOL 1400	14%	4%	28%	31%	15%	8%	153	1.94
BIOL 1410	11%	1%	21%	61%	6%	0%	72	1.80
BIOL 1440	10%	1%	26%	44%	20%	0%	163	1.90
GEOG 1400	3%	27%	30%	39%	0%	0%	66	1.13
PHYS 1400	22%	4%	21%	12%	29%	12%	387	2.29
PHYS 1401	22%	2%	0%	7%	59%	10%	59	2.98
PHYS 1410	5%	0%	45%	45%	5%	0%	82	1.58
PHYS 1441	6%	4%	33%	25%	22%	10%	51	2.00
Identify Methodology								
BIOL 1400	14%	4%	30%	35%	15%	2%	153	1.78
BIOL 1410	11%	1%	19%	67%	1%	0%	72	1.77
BIOL 1440	10%	0%	29%	34%	12%	14%	163	2.12
GEOG 1400	3%	44%	53%	0%	0%	0%	66	0.55
PHYS 1400	22%	7%	19%	14%	7%	31%	387	2.46
PHYS 1401	22%	0%	3%	3%	14%	58%	59	3.61
PHYS 1410	5%	2%	70%	23%	0%	0%	82	1.22
PHYS 1441	6%	4%	33%	25%	22%	10%	51	2.00
Evaluate Results								
BIOL 1400	14%	5%	39%	26%	10%	7%	153	1.73
BIOL 1410	11%	4%	31%	53%	1%	0%	72	1.58
BIOL 1440	10%	5%	29%	41%	13%	2%	163	1.76
GEOG 1400	3%	33%	39%	24%	0%	0%	66	0.91
PHYS 1400	22%	8%	16%	11%	16%	28%	387	2.50
PHYS 1401	22%	0%	2%	5%	27%	44%	59	3.46
PHYS 1410	5%	2%	71%	22%	0%	0%	82	1.21
PHYS 1441	6%	4%	33%	25%	22%	10%	51	2.00

Critical Inquiry Goal C (Quantitative)

Course x Area	X	0	1	2	3	4	N	Mean
				%				
Information								
MATH 1360	25%	0%	10%	18%	30%	17%	136	2.73
MATH 1390	24%	4%	21%	34%	10%	8%	681	1.94
MATH 1395	8%	5%	5%	19%	24%	40%	171	2.98
Methods								
MATH 1360	25%	0%	13%	24%	25%	14%	136	2.54
MATH 1390	24%	5%	22%	36%	7%	6%	681	1.83
MATH 1395	8%	6%	5%	13%	33%	36%	171	2.94
Communication								
MATH 1360	25%	1%	10%	26%	25%	14%	136	2.56
MATH 1390	24%	9%	34%	23%	8%	2%	681	1.48
MATH 1395	8%	25%	15%	23%	17%	13%	171	1.78

Diversity Goal A (Own)

Course x Area	X	0	1	2	3	4	N	Mean
				%				
Cultural Self-awareness								
ANTH 1302	3%	0%	64%	33%	0%	0%	159	1.34
GEOG 1320	22%	0%	11%	17%	50%	0%	18	2.50
HIST 1310	1%	13%	55%	22%	9%	0%	92	1.26
HONC 2310	0%	0%	0%	23%	56%	21%	71	2.99
RELG 1320	0%	0%	4%	25%	42%	29%	24	2.96
Empathy								
ANTH 1302	3%	0%	70%	28%	0%	0%	158	1.29
GEOG 1320	22%	0%	11%	33%	17%	17%	18	2.50
HIST 1310	1%	13%	55%	22%	9%	0%	92	1.26
HONC 2310	0%	0%	0%	27%	55%	18%	71	2.92
RELG 1320	0%	0%	8%	21%	46%	25%	24	2.88
Openness								
ANTH 1302	3%	0%	64%	34%	0%	0%	158	1.34
GEOG 1320	22%	0%	11%	28%	28%	11%	18	2.50
HIST 1310	1%	13%	55%	22%	9%	0%	92	1.26
HONC 2310	0%	0%	0%	14%	61%	25%	71	3.11
RELG 1320	0%	0%	4%	13%	54%	29%	24	3.08

Diversity Goal B (Other)

Course x Area	%						N	Mean
	X	0	1	2	3	4		
Cultural Worldview Frameworks								
ECON 2310	12%	2%	29%	57%	0%	0%	329	1.63
GEOG 1320	12%	2%	17%	49%	10%	10%	41	2.08
HIST 1310	3%	2%	11%	27%	25%	31%	115	2.76
HIST 1320	5%	15%	27%	31%	18%	4%	266	1.68
PHIL 1330	13%	0%	5%	38%	38%	8%	64	2.55
RELG 1320	26%	1%	20%	49%	3%	0%	89	1.74
Curiosity								
ECON 2310	12%	4%	15%	69%	0%	0%	329	1.74
GEOG 1320	12%	2%	37%	34%	10%	5%	41	1.75
HIST 1310	3%	3%	17%	25%	24%	27%	115	2.57
HIST 1320	5%	15%	28%	29%	18%	4%	266	1.66
PHIL 1330	13%	0%	3%	28%	42%	14%	64	2.77
RELG 1320	26%	0%	4%	62%	8%	0%	89	2.05
Application								
ECON 2310	12%	4%	25%	59%	0%	0%	329	1.63
GEOG 1320	12%	2%	12%	49%	17%	7%	41	2.17
HIST 1310	3%	3%	19%	34%	19%	21%	115	2.36
HIST 1320	5%	18%	33%	27%	10%	8%	266	1.56
PHIL 1330	13%	0%	9%	34%	31%	13%	64	2.54
RELG 1320	26%	0%	17%	54%	3%	0%	89	1.82

Diversity Goal C (Creative Works)

Course x Area	%						N	Mean
	X	0	1	2	3	4		
Theory/Criticism/Technique								
ENGL 2370	8%	6%	19%	50%	17%	0%	111	1.84
ENGL 2380	0%	0%	66%	34%	0%	0%	38	1.34
MUS 2300	12%	2%	18%	35%	18%	15%	517	2.28
WRTG 2310	0%	3%	8%	56%	30%	3%	71	2.21
Themes and Ideas								
ENGL 2370	8%	0%	13%	48%	32%	0%	111	2.21
ENGL 2380	0%	0%	68%	32%	0%	0%	38	1.32
MUS 2300	12%	1%	16%	43%	16%	12%	517	2.23
WRTG 2310	0%	0%	11%	56%	30%	3%	71	2.24
Context								
ENGL 2370	111	1%	16%	43%	32%	0%	8%	2.15

Course x Area	X	0	1	2	3	4	N	Mean
				%				
ENGL 2380	38	0%	71%	29%	0%	0%	0%	1.29
MUS 2300	517	2%	22%	36%	18%	11%	12%	2.16
WRTG 2310	71	0%	11%	65%	24%	0%	0%	2.13
Reflection								
ENGL 2370	8%	1%	16%	56%	19%	0%	111	2.01
ENGL 2380	0%	0%	74%	26%	0%	0%	38	1.26
MUS 2300	12%	2%	21%	37%	17%	11%	517	2.19
WRTG 2310	0%	0%	13%	54%	34%	0%	71	2.21

Effective Communication Goal A (Oral)

Course x Area	X	0	1	2	3	4	N	Mean
				%				
Central Message								
COMM 1300	6%	0%	2%	27%	47%	18%	611	2.85
Organization								
COMM 1300	6%	0%	5%	35%	36%	18%	611	2.70
Supporting Material/Evidence								
COMM 1300	6%	3%	9%	32%	33%	17%	611	2.56
Context and Audience								
COMM 1300	6%	0%	3%	28%	49%	14%	611	2.78
Verbal and Nonverbal Delivery								
COMM 1300	6%	0%	6%	36%	41%	11%	611	2.61

Effective Communication Goal B (Written)

Course x Area	X	0	1	2	3	4	N	Mean
				%				
Central Message								
AFAM 1330	0%	0%	5%	45%	50%	0%	20	2.45
ENGL 1355	0%	0%	77%	23%	0%	0%	22	1.23
ENGL 2306	0%	0%	0%	53%	47%	0%	19	2.47
ENGL 2370	8%	0%	6%	31%	55%	1%	88	2.56
ENGL 2380	0%	0%	63%	38%	0%	0%	16	1.38
ENGL 2390	5%	0%	0%	5%	59%	32%	22	3.29
GEOG 1305	12%	0%	7%	61%	20%	0%	41	2.14
GEOG 1320	11%	0%	11%	17%	61%	0%	18	2.56
H ED 1320	4%	0%	7%	27%	38%	24%	96	2.82
H ED 2320	0%	0%	0%	9%	0%	91%	22	3.82
HIST 1320	0%	0%	24%	67%	10%	0%	21	1.86

Course x Area	%						N	Mean
	X	0	1	2	3	4		
HIST 2301	0%	0%	31%	56%	13%	0%	39	1.82
HIST 2302	5%	3%	58%	18%	18%	0%	40	1.53
HIST 2320	15%	0%	15%	50%	20%	0%	20	2.06
HONC 1310	0%	1%	3%	31%	58%	8%	78	2.68
KPED 1320	2%	6%	26%	34%	32%	0%	47	1.93
PHIL 1301	7%	0%	14%	36%	43%	0%	44	2.32
PHIL 2325	21%	0%	21%	50%	7%	0%	56	1.82
PHIL 2360	9%	0%	5%	16%	58%	12%	43	2.85
PSCI 2315	10%	0%	0%	55%	35%	0%	20	2.39
SOC 1300	0%	4%	23%	47%	21%	4%	47	1.98
WRTG 1310	5%	1%	11%	37%	31%	15%	1171	2.51
WRTG 1320	4%	1%	5%	28%	52%	9%	380	2.67
Organization								
AFAM 1330	0%	0%	5%	45%	50%	0%	20	2.45
ENGL 1355	0%	0%	100%	0%	0%	0%	22	1.00
ENGL 2306	0%	0%	0%	26%	74%	0%	19	2.74
ENGL 2370	8%	0%	3%	40%	48%	1%	88	2.51
ENGL 2380	0%	0%	69%	31%	0%	0%	16	1.31
ENGL 2390	5%	0%	0%	14%	36%	45%	22	3.33
GEOG 1305	12%	0%	5%	2%	22%	59%	41	3.53
GEOG 1320	11%	0%	11%	22%	50%	6%	18	2.56
H ED 1320	4%	0%	8%	33%	36%	18%	96	2.66
H ED 2320	0%	0%	0%	5%	5%	91%	22	3.86
HIST 1320	0%	0%	48%	43%	10%	0%	21	1.62
HIST 2301	0%	0%	36%	54%	10%	0%	39	1.74
HIST 2302	5%	3%	38%	40%	15%	0%	40	1.71
HIST 2320	15%	0%	20%	45%	20%	0%	20	2.00
HONC 1310	0%	1%	3%	28%	62%	6%	78	2.69
KPED 1320	2%	0%	34%	36%	28%	0%	47	1.93
PHIL 1301	7%	0%	18%	41%	34%	0%	44	2.17
PHIL 2325	21%	0%	25%	46%	7%	0%	56	1.77
PHIL 2360	9%	0%	5%	28%	35%	23%	43	2.85
PSCI 2315	10%	0%	10%	30%	50%	0%	20	2.44
SOC 1300	0%	2%	28%	45%	19%	6%	47	2.00
WRTG 1310	5%	0%	13%	42%	26%	14%	1171	2.42
WRTG 1320	4%	1%	9%	38%	38%	9%	380	2.48
Supporting Material/Evidence								
AFAM 1330	0%	0%	5%	45%	50%	0%	20	2.45
ENGL 1355	0%	0%	100%	0%	0%	0%	22	1.00

Course x Area	%						N	Mean
	X	0	1	2	3	4		
ENGL 2306	0%	0%	0%	47%	53%	0%	19	2.53
ENGL 2370	8%	0%	6%	42%	40%	5%	88	2.47
ENGL 2380	0%	0%	56%	44%	0%	0%	16	1.44
ENGL 2390	5%	0%	0%	14%	50%	32%	22	3.19
GEOG 1305	12%	0%	7%	59%	22%	0%	41	2.17
GEOG 1320	11%	0%	11%	28%	50%	0%	18	2.44
H ED 1320	4%	0%	10%	31%	39%	16%	96	2.62
H ED 2320	0%	0%	0%	9%	36%	55%	22	3.45
HIST 1320	0%	0%	48%	48%	5%	0%	21	1.57
HIST 2301	0%	0%	49%	44%	8%	0%	39	1.59
HIST 2302	5%	3%	50%	25%	18%	0%	40	1.61
HIST 2320	15%	0%	20%	55%	10%	0%	20	1.88
HONC 1310	0%	1%	1%	45%	29%	23%	78	2.72
KPED 1320	2%	15%	32%	36%	15%	0%	47	1.52
PHIL 1301	7%	0%	14%	59%	20%	0%	44	2.07
PHIL 2325	21%	0%	21%	54%	4%	0%	56	1.77
PHIL 2360	9%	0%	7%	30%	47%	7%	43	2.59
PSCI 2315	10%	0%	5%	45%	40%	0%	20	2.39
SOC 1300	0%	4%	30%	47%	15%	4%	47	1.85
WRTG 1310	5%	1%	18%	37%	26%	13%	1171	2.33
WRTG 1320	4%	1%	12%	31%	42%	10%	380	2.50
Context and Audience								
AFAM 1330	0%	0%	5%	45%	50%	0%	20	2.45
ENGL 1355	0%	0%	100%	0%	0%	0%	22	1.00
ENGL 2306	0%	0%	11%	47%	42%	0%	19	2.32
ENGL 2370	8%	0%	5%	40%	47%	1%	88	2.48
ENGL 2380	0%	0%	81%	19%	0%	0%	16	1.19
ENGL 2390	5%	0%	0%	5%	45%	45%	22	3.43
GEOG 1305	12%	0%	49%	29%	10%	0%	41	1.56
GEOG 1320	11%	0%	11%	50%	22%	6%	18	2.25
H ED 1320	4%	1%	13%	26%	51%	5%	96	2.49
H ED 2320	0%	0%	0%	0%	9%	91%	22	3.91
HIST 1320	0%	0%	38%	57%	5%	0%	21	1.67
HIST 2301	0%	0%	41%	59%	0%	0%	39	1.59
HIST 2302	5%	0%	23%	48%	13%	13%	40	2.16
HIST 2320	15%	0%	25%	45%	15%	0%	20	1.88
HONC 1310	0%	1%	1%	33%	56%	8%	78	2.68
KPED 1320	2%	0%	23%	53%	21%	0%	47	1.98
PHIL 1301	7%	0%	16%	48%	30%	0%	44	2.15

Course x Area	%						N	Mean
	X	0	1	2	3	4		
PHIL 2325	21%	0%	14%	61%	4%	0%	56	1.86
PHIL 2360	9%	0%	2%	26%	33%	30%	43	3.00
PSCI 2315	10%	0%	5%	40%	45%	0%	20	2.44
SOC 1300	0%	0%	26%	53%	15%	6%	47	2.02
WRTG 1310	5%	1%	17%	38%	27%	12%	1170	2.32
WRTG 1320	4%	2%	9%	38%	35%	12%	380	2.48
Control of Syntax and Mechanics								
AFAM 1330	0%	0%	5%	45%	50%	0%	20	2.45
ENGL 1355	0%	0%	82%	18%	0%	0%	22	1.18
ENGL 2306	0%	0%	11%	37%	53%	0%	19	2.42
ENGL 2370	8%	0%	13%	33%	47%	0%	88	2.37
ENGL 2380	0%	0%	38%	63%	0%	0%	16	1.63
ENGL 2390	5%	0%	0%	23%	59%	14%	22	2.90
GEOG 1305	12%	0%	7%	46%	29%	5%	41	2.36
GEOG 1320	11%	0%	11%	22%	50%	6%	18	2.56
H ED 1320	4%	1%	9%	32%	47%	6%	96	2.50
H ED 2320	0%	0%	0%	0%	5%	95%	22	3.95
HIST 1320	0%	0%	48%	52%	0%	0%	21	1.52
HIST 2301	0%	0%	54%	46%	0%	0%	39	1.46
HIST 2302	5%	0%	23%	38%	35%	0%	40	2.13
HIST 2320	15%	0%	20%	30%	35%	0%	20	2.18
HONC 1310	0%	1%	0%	24%	63%	12%	78	2.83
KPED 1320	2%	0%	23%	38%	36%	0%	47	2.13
PHIL 1301	7%	0%	11%	48%	34%	0%	44	2.24
PHIL 2325	21%	0%	11%	46%	21%	0%	56	2.14
PHIL 2360	9%	0%	7%	28%	44%	12%	43	2.67
PSCI 2315	10%	0%	0%	45%	45%	0%	20	2.50
SOC 1300	0%	2%	30%	30%	36%	2%	47	2.06
WRTG 1310	5%	0%	15%	36%	33%	11%	1170	2.43
WRTG 1320	4%	3%	14%	33%	35%	10%	380	2.37

Effective Communication Goal C (Collaboration)

Course x Area	%						N	Mean
	X	0	1	2	3	4		
Individual Contributions								
AFAM 1330	0%	0%	25%	35%	40%	0%	20	2.15
COMM 1306	0%	0%	8%	8%	13%	71%	24	3.46
ENGL 1355	0%	0%	0%	100%	0%	0%	22	2.00
ENGL 2306	0%	0%	0%	100%	0%	0%	19	2.00

Course x Area	%						N	Mean
	X	0	1	2	3	4		
ENGL 2370	2%	4%	12%	47%	28%	8%	112	2.25
ENGL 2380	0%	0%	0%	100%	0%	0%	38	2.00
ENGL 2390	0%	0%	14%	9%	59%	18%	22	2.82
GEOG 1305	0%	0%	12%	34%	54%	0%	41	2.41
GEOG 1320	17%	0%	11%	17%	56%	0%	18	2.53
H ED 1320	4%	1%	4%	51%	26%	14%	96	2.49
H ED 2320	0%	4%	0%	0%	26%	70%	23	3.57
HIST 1320	0%	19%	38%	33%	10%	0%	21	1.33
HIST 2301	0%	0%	44%	44%	13%	0%	39	1.69
HIST 2302	2%	2%	22%	33%	33%	8%	60	2.25
HONC 1310	0%	1%	15%	44%	26%	14%	78	2.36
KPED 1320	2%	0%	0%	38%	60%	0%	47	2.61
PHIL 1301	9%	2%	14%	41%	32%	2%	44	2.20
PHIL 2325	7%	0%	39%	54%	0%	0%	56	1.58
PHIL 2360	5%	0%	0%	28%	44%	23%	43	2.95
PSCI 2315	0%	0%	0%	20%	75%	5%	20	2.85
SOC 1300	0%	2%	32%	53%	13%	0%	47	1.77
Fosters Constructive Team Climate								
AFAM 1330	0%	5%	20%	35%	40%	0%	20	2.10
COMM 1306	0%	0%	4%	0%	25%	71%	24	3.63
ENGL 1355	0%	0%	0%	100%	0%	0%	22	2.00
ENGL 2306	0%	0%	0%	63%	37%	0%	19	2.37
ENGL 2370	2%	0%	12%	47%	33%	6%	112	2.35
ENGL 2380	0%	0%	0%	100%	0%	0%	38	2.00
ENGL 2390	0%	0%	5%	23%	64%	9%	22	2.77
GEOG 1305	0%	0%	17%	61%	22%	0%	41	2.05
GEOG 1320	17%	0%	11%	17%	56%	0%	18	2.53
H ED 1320	4%	1%	5%	33%	48%	8%	96	2.60
H ED 2320	0%	4%	0%	0%	13%	83%	23	3.70
HIST 1320	0%	24%	29%	38%	10%	0%	21	1.33
HIST 2301	0%	0%	62%	33%	5%	0%	39	1.44
HIST 2302	2%	3%	22%	32%	28%	13%	60	2.27
HONC 1310	0%	1%	14%	45%	27%	13%	78	2.36
KPED 1320	2%	0%	0%	32%	66%	0%	47	2.67
PHIL 1301	9%	0%	7%	45%	30%	9%	44	2.45
PHIL 2325	7%	0%	23%	68%	2%	0%	56	1.77
PHIL 2360	5%	0%	7%	33%	19%	37%	43	2.90
PSCI 2315	0%	0%	0%	10%	40%	50%	20	3.40
SOC 1300	0%	6%	4%	55%	34%	0%	47	2.17

Responsible Living Goal A (Ethics)

Course x Area	% X	% 0	% 1	% 2	% 3	% 4	N	Mean
Ethical Awareness								
HONC 2310	0%	0%	0%	24%	39%	37%	71	3.13
MCOM 1300	10%	5%	36%	40%	9%	0%	109	1.60
NUTR 1300	8%	0%	61%	15%	1%	16%	456	1.69
PHIL 2325	18%	0%	38%	41%	4%	0%	56	1.59
PHIL 2360	5%	0%	13%	44%	17%	21%	77	2.48
PSCI 2315	2%	0%	13%	57%	28%	0%	47	2.15
SOC 2325	0%	0%	49%	51%	0%	0%	35	1.51
WRTG 2325	0%	7%	14%	43%	36%	0%	14	2.07
Ethical Issue Recognition								
HONC 2310	0%	0%	1%	32%	48%	18%	71	2.83
MCOM 1300	10%	5%	55%	29%	1%	0%	109	1.30
NUTR 1300	8%	0%	73%	1%	1%	17%	455	1.58
PHIL 2325	18%	0%	27%	50%	5%	0%	56	1.74
PHIL 2360	5%	3%	17%	33%	36%	6%	78	2.28
PSCI 2315	2%	0%	13%	72%	11%	2%	47	2.02
SOC 2325	0%	0%	49%	51%	0%	0%	35	1.51
WRTG 2325	0%	0%	36%	29%	36%	0%	14	2.00
Ethical Application								
HONC 2310	0%	0%	1%	28%	48%	23%	71	2.92
MCOM 1300	10%	6%	46%	38%	1%	0%	109	1.38
NUTR 1300	8%	0%	73%	2%	3%	13%	455	1.52
PHIL 2325	18%	0%	30%	48%	4%	0%	56	1.67
PHIL 2360	5%	4%	26%	29%	35%	1%	78	2.04
PSCI 2315	2%	0%	6%	74%	17%	0%	47	2.11
SOC 2325	0%	0%	49%	51%	0%	0%	35	1.51
WRTG 2325	0%	0%	14%	57%	29%	0%	14	2.14

Responsible Living Goal B (Well-Being)

Course x Area	% X	% 0	% 1	% 2	% 3	% 4	N	Mean
Issue Recognition								
ECON 1310	0%	6%	12%	40%	42%	0%	108	2.17
FACS 2341	6%	0%	0%	13%	55%	25%	310	3.13
FACS 2351	5%	0%	20%	26%	38%	12%	120	2.43
H ED 1320	9%	0%	6%	30%	43%	12%	220	2.68
H ED 2320	0%	9%	4%	39%	22%	26%	23	2.52

Course x Area	% X	0	1	2	3	4	N	Mean
KPED 1320	12%	5%	39%	39%	4%	1%	409	1.51
NUTR 1300	14%	0%	14%	72%	0%	0%	57	1.84
SOC 2325	0%	0%	52%	48%	0%	0%	29	1.48
Analysis of Knowledge								
ECON 1310	0%	5%	4%	31%	60%	0%	108	2.47
FACS 2341	6%	0%	0%	25%	62%	6%	310	2.78
FACS 2351	5%	0%	23%	42%	21%	10%	120	2.19
H ED 1320	9%	0%	5%	35%	40%	11%	220	2.62
H ED 2320	0%	9%	0%	13%	30%	48%	23	3.09
KPED 1320	12%	16%	39%	29%	4%	0%	409	1.24
NUTR 1300	14%	0%	12%	74%	0%	0%	57	1.86
SOC 2325	0%	0%	52%	48%	0%	0%	29	1.48
Impact of Decisions								
ECON 1310	0%	6%	8%	10%	76%	0%	108	2.56
FACS 2341	6%	0%	0%	24%	65%	5%	310	2.79
FACS 2351	5%	0%	27%	49%	18%	2%	120	1.94
H ED 1320	9%	0%	12%	37%	32%	10%	220	2.42
H ED 2320	0%	9%	0%	9%	4%	78%	23	3.43
KPED 1320	12%	13%	40%	31%	4%	0%	409	1.32
NUTR 1300	14%	0%	14%	72%	0%	0%	57	1.84
SOC 2325	0%	0%	52%	48%	0%	0%	29	1.48

Knowledge of the Core

Course x Area	% X	0	1	2	3	4	N	Mean
Understanding of the UCA Core								
AFAM 1330	0%	0%	10%	40%	50%	0%	20	2.40
ENGL 1355	0%	0%	2%	22%	33%	42%	45	3.16
ENGL 2306	0%	0%	5%	21%	47%	26%	19	2.95
ENGL 2370	7%	0%	3%	33%	45%	11%	88	2.70
GEOG 1305	5%	0%	0%	17%	54%	24%	41	3.08
GEOG 1320	11%	0%	28%	33%	17%	11%	18	2.13
H ED 1320	5%	1%	13%	35%	30%	16%	96	2.49
H ED 2320	0%	0%	0%	9%	41%	50%	22	3.41
HIST 1320	0%	0%	62%	38%	0%	0%	21	1.38
HIST 2301	0%	0%	0%	100%	0%	0%	48	2.00
HIST 2302	10%	0%	20%	33%	24%	13%	79	2.32
HIST 3201	0%	0%	38%	51%	10%	0%	39	1.72
HONC 1310	0%	0%	4%	39%	39%	17%	76	2.70

Course x Area	%						N	Mean
	X	0	1	2	3	4		
KPED 1320	13%	0%	0%	40%	0%	47%	47	3.07
MUS 2300	11%	10%	79%	0%	0%	0%	71	0.89
PHIL 1301	11%	7%	4%	18%	16%	44%	45	2.98
PHIL 2325	10%	0%	41%	41%	8%	0%	51	1.63
PHIL 2360	12%	2%	2%	12%	46%	24%	41	3.00
PSCI 2315	25%	0%	0%	5%	20%	50%	20	3.60
PSYC 1300	30%	0%	13%	35%	22%	0%	23	2.13
SOC 1300	0%	2%	21%	49%	28%	0%	47	2.02