

ACI (Addressing Community Issues, in the discipline or the world more generally) is the 2nd defined outcome of U of L's Quality Enhancement Plan (QEP), Ideas to Action.

ACI is described as: *students will be able to address community issues.*

**Disciplines and Programs will define what counts as a “community issue” in relation to the following criteria:**

1. Articulate some sense of a major issue facing the discipline (e.g. financial accounting) today
2. The issue will be one identified and prioritized by the program of study
3. The evidence of ACI and its measurement will occur at the end of the program of study

<b>DESCRIPTOR</b>	<b>EXCEPTIONAL (4)</b>	<b>ACCEPTABLE (3)</b>	<b>DEVELOPING(2)</b>	<b>BEGINNING (1)</b>
<b>Content Application</b>	Comprehensive (Depth and Breadth) connections made among knowledge gained in the academic program.	Thorough (Depth) discussion of the connections among some content in the academic program.	Superficial connections made among knowledge/content gained in the academic program	Few, in any attempts to make connections among knowledge/content gained in the academic program.
<b>Understanding of context, implications, and limitations knowledge claims</b>	Situates claim or argument in a larger context and clearly demonstrates awareness of inter-relationships among self, the discipline, society, and culture.	Situates claim or argument in a larger context and demonstrates some awareness of inter-relationships among self, the discipline, society, and culture.	Situates claim or argument with some defined context and demonstrates little awareness of inter-relationships among self, the discipline, society, and culture.	Does not situate claim or argument in a larger context and does not yet demonstrate awareness of inter-relationships among self, the discipline, society, and culture
<b>Methods of inquiry in the discipline</b>	Clearly and reflectively applies relevant argumentation in identifying, formulating, and responding to problems of the discipline or discipline-specific community issues.	Applies relevant argumentation in identifying, formulating, and responding to problems of the discipline or discipline-specific community issues.	Attempts relevant argumentation in identifying, formulating, and responding to problems of the discipline or discipline-specific community issues.	Does not incorporate appropriate argumentation in identifying, formulating, and responding to problems of the discipline or discipline-specific community issues.
<b>Discipline-based appropriate understanding of diversity of options/thought processes</b>	Examines conclusions, uses reasonable judgment, discriminates rationally, synthesizes data, and views information critically.	Formulates conclusions, recognizes arguments, notices differences, evaluates data, and seeks out information.	Identifies some conclusions, sees some arguments, identifies some differences, paraphrases data, and assumes information valid.	Fails to draw conclusions, sees no arguments, overlooks differences, repeats data, and/or omits evidence of past research.