



**Cardinal Core Assessment of Arts & Humanities
(Academic Year 2025-26)**

Cardinal Core Program

The Cardinal Core program at the University of Louisville prepares students to do the advanced work needed for their baccalaureate degrees and prepares them to contribute to society throughout their lives through their professional work and civic engagement. The program emphasizes the development of key intellectual skills relevant to any career path: critical thinking, quantitative reasoning, effective communication, and the understanding of historical, social, and cultural perspectives. Students will develop these intellectual skills in the following content areas of Arts and Humanities, Historical Perspectives, Oral Communication, Quantitative Reasoning, Social and Behavioral Sciences, Natural Sciences, Written Communication, and the competency areas of United States Perspectives and Global Perspectives. Upon completion of the program, students will be prepared to analyze complex problems and evaluate possible courses of action and the need for sustainable solutions.

Assessment Administration

The assessment of student learning outcomes is a national expectation in higher education. Section 8.2.b of the Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) accreditation standards requires that the institution identify student learning outcomes for collegiate-level general education competencies in its undergraduate degree programs, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results. Further, the Kentucky Council on Postsecondary Education (CPE) states that "All Kentucky public universities and KCTCS colleges are expected to assess, in accordance with SACSCOC Principles of Accreditation and based upon nationally accepted standards, the student learning outcomes associated with their general education programs, indicate a relationship to the faculty-generated Statewide General Education Student Learning Outcomes, and provide evidence of ongoing assessment that ensures comparability for transfer purposes on a three-year cycle."

The Cardinal Core Curriculum Committee (CCCC) is charged with continued oversight of the assessment of student learning outcomes across the Cardinal Core curriculum to support the continuous improvement of the Cardinal Core program in alignment with SACSCOC and CPE requirements. The assessment operates on a three-year cycle, in which samples of student work are collected from at least two content areas each academic year and assessed by a panel of trained faculty. In 2025-26, the program's overarching competencies of critical thinking, effective communication (written), and understanding of historical, social, and cultural perspectives were assessed in the Arts & Humanities (AH) content area. The CCCC has designated the American Association of Colleges & Universities (AAC&U) Critical Thinking VALUE Rubric, the AAC&U Written Communication VALUE Rubric, and the University of

Louisville's Cardinal Core Perspectives Rubric as the instruments to measure these competency areas.

The University of Louisville Outcomes, Kentucky Statewide Outcomes, and the rubric measures used to assess courses in the Arts & Humanities (AH) content area are provided below. The Kentucky Graduate Profile 10 Essential Skills have also been mapped to the rubric measures.

University of Louisville Arts & Humanities Learning Outcomes

Arts and Humanities are concerned with the understanding of art, music, theatre, literature, philosophy, and religious thought. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Critically evaluate and synthesize texts and other forms of expression in the arts and humanities using primary and/or secondary materials.
2. Demonstrate an understanding of the reciprocal relationship between (1) social and cultural factors in their historical context and (2) intellectual inquiry and creative expression within the arts and/or the humanities.
3. Represent and critically respond to multiple points of view on cultural issues in different historical, social, and/or cultural contexts.
4. Communicate effectively in speech and writing, paying particular attention to the use of evidence in interpretive arguments, through citation appropriate to the discipline.

Statewide Arts & Humanities Student Learning Outcomes

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.

Rubric Measures

AAC&U Critical Thinking VALUE Rubric

- (CT1) Explanation of issues (ES2, ES9)
- (CT2) Evidence – Selecting and using information to investigate a point of view or conclusion (ES2, ES9, ES10)
- (CT3) Influence of context and assumptions (ES2, ES4, ES5, ES9)
- (CT4) Student's position (perspective, thesis/hypothesis) (ES2, ES9)
- (CT5) Conclusions and related outcomes (implications and consequences) (ES2, ES9)

AAC&U Written Communication VALUE Rubric

- (WC1) Context of and Purpose for Writing (*ES1*)
- (WC2) Content Development (*ES1*)
- (WC3) Genre and Disciplinary Conventions (*ES1*)
- (WC4) Sources and Evidence (*ES1,ES10*)
- (WC5) Control of Syntax and Mechanics (*ES1*)

University of Louisville, Cardinal Core Perspectives Rubric

- (P1) Knowledge of social, historical, and cultural structures (*ES4*)
- (P2) Applied Knowledge (*ES4*)
- (P3) Cultural Awareness (*ES4*)
- (P4) Attitudes/Openness (*ES4*)

The AAC&U VALUE Rubrics and the UofL Cardinal Core Perspectives rubric use a four-point scale, with 4 indicating performance of the measure as “capstone” level, 3 indicating performance at “milestone,” 2 indicating “milestone,” and 1 indicating performance at “benchmark.” In addition, a score of zero can be assigned to any work that does not meet the benchmark level performance and “not applicable” could be assigned for assignments that did not provide an opportunity for the student to demonstrate the criterion within the rubric measure.

Assessment Process

For the 2025-26 assessment of student work from the Arts & Humanities (AH) content area, the Cardinal Core Office collaborated with the department chairs and faculty from across all departments offering AH courses regarding the details of the upcoming assessment to ensure faculty participation and appropriate sampling. A formal memo outlining the project and process was provided to all faculty teaching Cardinal Core courses within the AH content area prior to the start of the semester to ensure a mutual understanding of project expectations. The initial communication provided a timeline for collection of assignment prompts and student work. Multiple follow-up communications were sent throughout the fall semester. Communications highlighted key findings from past assessments and provided direct reference to the assessment rubrics to support faculty in their identification of samples that most closely demonstrate the overarching competencies.

After the semester withdrawal deadline passed, the Cardinal Core Office retrieved the class rosters for all AH Cardinal Core courses from the Office of the Registrar and selected a stratified random sample, to ensure that the sample included students from across all courses. Instructors of all AH courses were sent a list of students selected for the assessment along with detailed instructions requesting that instructors provide a copy of one assignment along with the ungraded responses for the selected students to be sent via email to the Cardinal Core Office service account.

Student artifacts were collected and stored in an electronic repository and uploaded into the LiveText© assessment management system. A panel of faculty (tenured and tenure-track faculty,

term faculty, and adjunct faculty) assessed student artifacts. All reviewers had past experience as Cardinal Core assessors and had direct experience with applying the AAC&U VALUE Rubrics. The AAC&U Critical Thinking VALUE Rubric, AAC&U Written Communication VALUE Rubric, and the University of Louisville Cardinal Core Perspectives Rubric were applied to all student artifacts.

Prior to the assessment reading, assessors completed mandatory training/rubric norming. Training materials were developed in collaboration with the CCCC Assessment Subcommittee and based upon UofL's long-standing general education assessment training practices, as well as AAC&U VALUE Institute training procedures. All participants were required to complete an asynchronous training module, consisting of an overview of the assessment process and holistic assessment practices, a dissection of each rubric, and scoring of benchmark sample assignments. Benchmarks were assignments selected to represent a wide range of content and skill development to give the assessors a baseline for measuring expectations of learning and evaluating student performance (Herman, Osmundson, & Dietel, 2010). Assessors were given a week to complete the training module in Blackboard and submit their scores for all benchmark samples. The results of the benchmark scoring were compiled, presented, and discussed during a collaborative meeting. Competency areas (rubric rows) with disagreement among reviewers were discussed in the findings shared with reviewers to clarify intended applications of the rubrics. The results from scoring benchmark samples are provided in Appendix A.

After completion of the assessment training/rubric norming, each assessor was assigned a username and password for one of three LiveText© accounts and a list of courses and sections to assess. Three readers assessed each artifact so that scores could be compared across assessors for reliability purposes. Assessors were given a week to complete all assessments.

Data Collection Overview

The enrollment for Arts & Humanities (AH) Cardinal Core courses in Fall 2025 was approximately 4801 students at the time the sample for the assessment was selected. The Cardinal Core Office waited to identify a sample after the deadline to withdraw from courses passed and received 392 student work samples. Samples were included from dual-credit and Quality Leadership University (Panama) AH courses.

Summary of Assessment Data

For the assessment of Arts & Humanities outcomes, 392 student artifacts were assessed by faculty from the College of Arts & Sciences, College of Business, Kent School of Social Work, School of Dentistry, and University Libraries, using the AAC&U Critical Thinking VALUE Rubric, Written Communication VALUE Rubric, and the University of Louisville Cardinal Core Perspectives Rubric.

Table 1, 2, and 3 provide the percentage of work samples scored at each rubric level for Critical Thinking, Written Communication, and Perspectives. A calculation of the percentage of students who scored at a 3 or 4 (*after any not applicable ratings were removed*) is also included from both 2021-22 and 2025-26 assessments to provide a comparison of student performance from the previous AH assessment.

Table 1

Percentage of Artifacts Scored at Each Rubric Level for Critical Thinking

	CT1	CT2	CT3	CT4	CT5
Capstone (4)	22.1%	14.4%	12.9%	16.1%	20.5%
Milestone (3)	44.6%	40.0%	34.9%	36.1%	32.4%
Milestone (2)	25.4%	31.9%	37.0%	32.8%	34.9%
Benchmark (1)	5.0%	7.6%	9.7%	12.0%	7.5%
(0)	0.5%	1.4%	1.8%	0.3%	1.4%
Not Applicable (NA)	2.4%	4.8%	3.7%	2.7%	3.4%
*%Scored at 4 & 3 (2025-26)	68.3%	57.1%	49.6%	53.6%	54.8%
*%Scored at 4 & 3 (2021-22)	62.5%	49.6%	43.3%	47.8%	46.2%

*Not Applicable scores were removed for calculating the % of students scoring at 4 or 3.

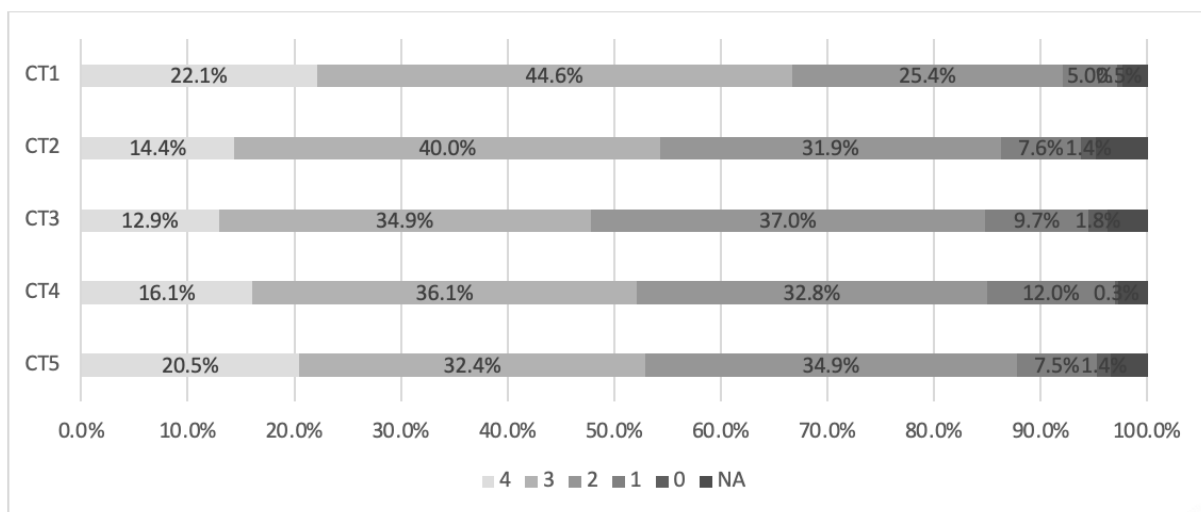


Figure 1. Percentage of Artifacts Scored at Each Rubric Level for Critical Thinking

Table 2

Percentage of Artifacts Scored at Each Rubric Level for Written Communication

	WC1	WC2	WC3	WC4	WC5
Capstone (4)	20.7%	19.1%	14.4%	14.3%	16.6%
Milestone (3)	45.0%	35.2%	38.4%	34.9%	51.7%
Milestone (2)	24.8%	33.2%	36.1%	32.2%	24.7%
Benchmark (1)	7.7%	10.4%	9.3%	10.6%	5.5%
(0)	0.8%	1.1%	1.1%	2.5%	0.8%
Not Applicable (NA)	0.9%	0.9%	0.8%	5.5%	0.8%
*%Scored at 4 & 3 (2025-26)	66.4%	54.8%	53.2%	52.0%	68.8%
*%Scored at 4 & 3 (2021-22)	58.5%	47.5%	49.5%	46.2%	66.6%

*Not Applicable scores were removed for calculating the % of students scoring at 4 or 3.

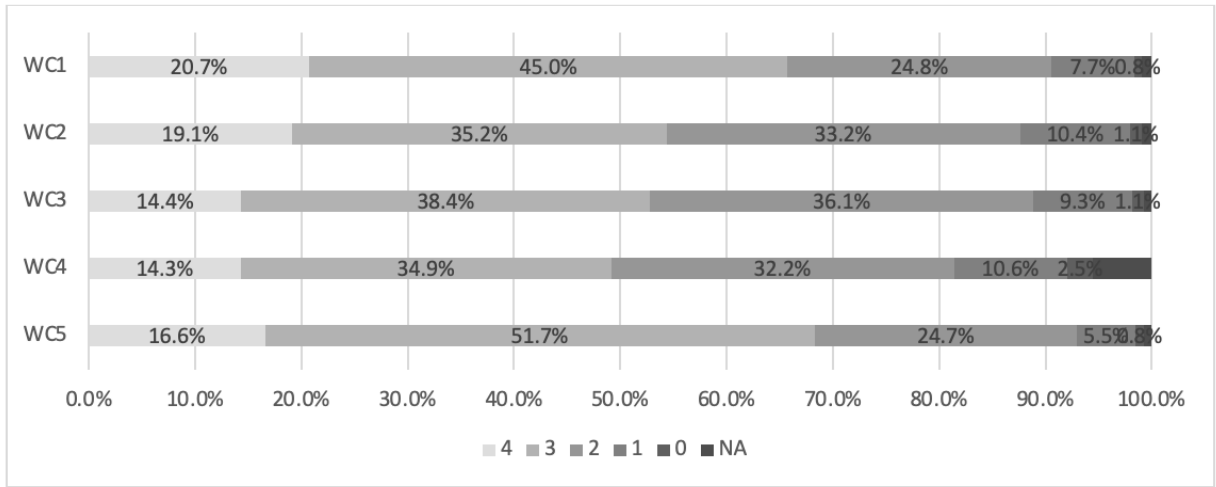


Figure 2. Percentage of Artifacts Scored at Each Rubric Level for Written Communication

Table 3

Percentage of Artifacts Scored at Each Rubric Level for Perspectives

	P1	P2	P3	P4
Capstone (4)	18.8%	18.1%	18.5%	23.1%
Milestone (3)	43.1%	37.2%	37.4%	48.6%
Milestone (2)	26.0%	27.1%	30.6%	14.9%
Benchmark (1)	8.6%	12.8%	7.7%	3.6%
(0)	0.4%	0.9%	0.7%	1.4%
Not Applicable (NA)	3.1%	3.8%	5.0%	8.4%
*%Scored at 4 & 3 (2024-25)	63.9%	57.5%	58.9%	78.3%
*%Scored at 4 & 3 (2021-22)	51.4%	42.9%	45.1%	66.3%

*Not Applicable scores were removed for calculating the % of students scoring at 4 or 3.

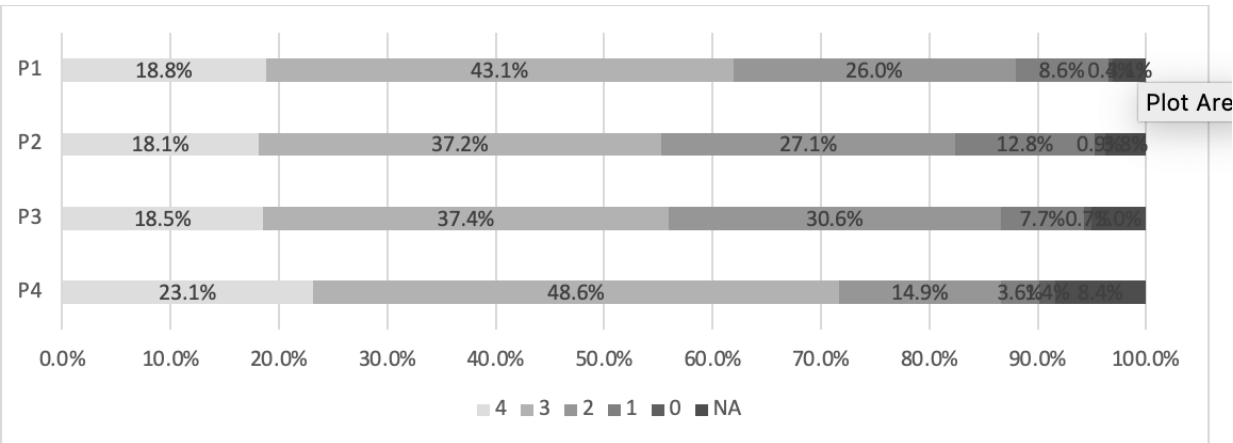


Figure 3. Percentage of Artifacts Scored at Each Rubric Level for Perspectives

Since the Assessment of Arts & Humanities, included courses that also fulfilled U.S. Perspectives (P1) and Global Perspectives (P2) requirements, the findings for the University of Louisville Cardinal Core Perspectives Rubric are provided based on the Cardinal Core classification (AH, AHP1, or AHP2). The percentage of artifacts scored at a 4 or 3 for the Cardinal Core Perspectives, by course classification is provided in Table 4 and Figure 4.

Table 4

Percentage of Artifacts Scored at a 4 or 3 for University of Louisville Cardinal Core Perspectives Rubric by Cardinal Core Classification

	All AH Cardinal Core Courses	AH (Only) Cardinal Core Courses	AHP1 Cardinal Core Courses	AHP2 Cardinal Core Courses
P1	63.9%	55.1%	72.2%	64.9%
P2	57.5%	48.8%	66.1%	58.2%
P3	58.9%	49.5%	69.9%	58.2%
P4	78.3%	71.1%	85.8%	78.4%

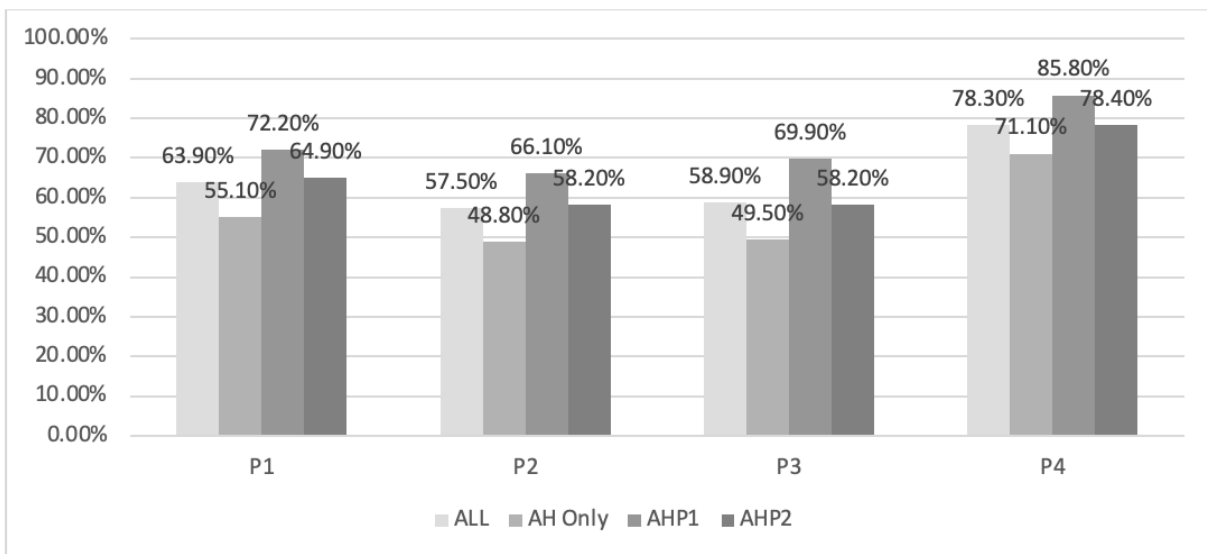


Figure 4. Percentage of Artifacts Scored at 3 or 4 by Cardinal Core Classification for each Measure of the University of Louisville Cardinal Core Perspectives Rubric

In alignment with AAC&U VALUE Institute practices, scores for each individual work sample were calculated based upon scores assigned by three separate reviewers. The scores from all three reviewers were averaged and rounded to determine individual work sample scores for each rubric row. The mode for the individual work sample scores is provided in Table 5.

Table 5

Mode for Critical Thinking VALUE Rubric, Written Communication VALUE Rubric, and Cardinal Core Perspectives Rubric

	CT1	CT2	CT3	CT4	CT5
Mode	3	3	3	3	2
	WC1	WC2	WC3	WC4	WC5
Mode	3	3	2	3	3
	P1	P2	P3	P4	
Mode	3	3	3	3	

A breakdown of overall scores by Perspectives designation is provided in Table 6 and Figure 5. The overall scores for each individual student were averaged to determine the mean for each group by measure.

Table 6

Mean for University of Louisville Cardinal Core Perspectives Rubric by Cardinal Core Designation

	All AH Cardinal Core Courses	AH (Only) Cardinal Core Courses	AHP1 Cardinal Core Courses	AHP2 Cardinal Core Courses
P1	2.69	2.56	2.90	2.64
P2	2.51	2.34	2.76	2.46
P3	2.54	2.35	2.86	2.47
P4	2.71	2.51	3.07	2.61

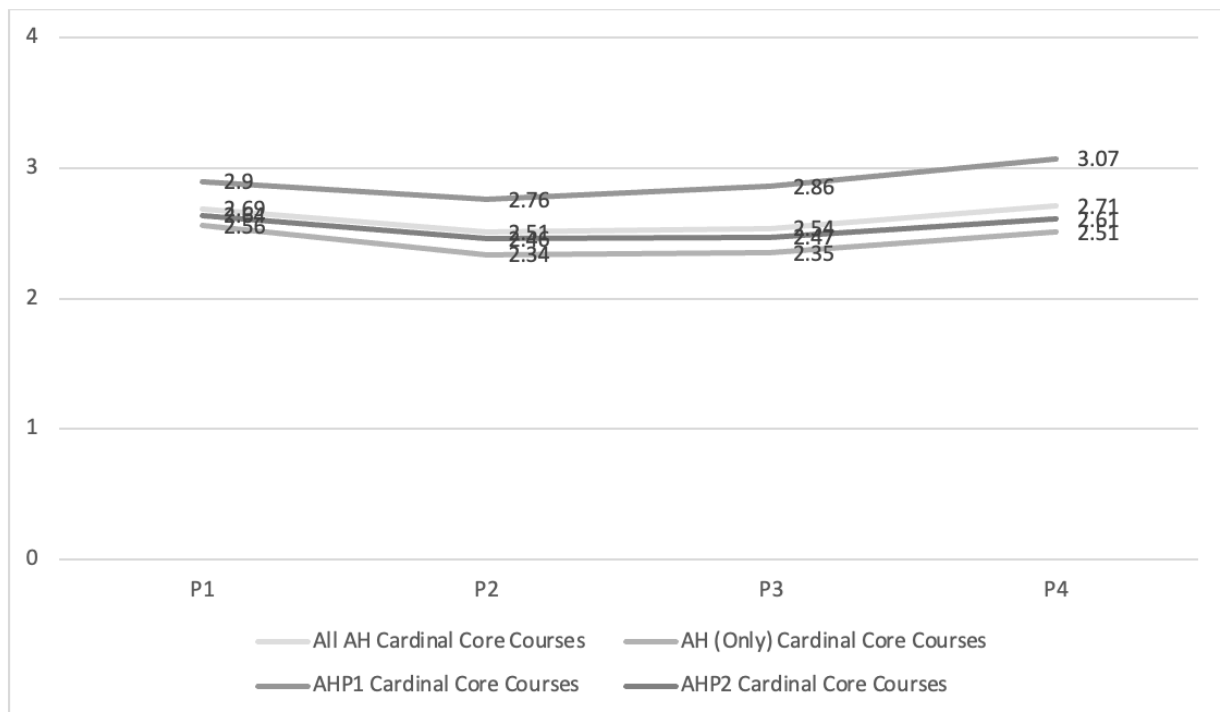


Figure 5. Mean Scores by Cardinal Core Classification for University of Louisville Cardinal Core Perspectives Rubric Measures

A multivariate test (MANOVA) revealed that there was a statistically significant difference in performance on perspectives measures based on Cardinal Core course designation, [$F(8, 772) = 3.89, p < .05$; Wilk's $\Lambda = .924$]. To determine how the results for Perspectives measures differ by group, the tests of between-subjects revealed statistically significant difference for all rubric measures (P1 - knowledge of social, historical, and cultural structures, [$F(2,389) = 6.10, p < .05$], P2 – applied knowledge, [$F(2,389) = 5.71, p < .05$], P3 - cultural awareness, [$F(2,389) = 8.55, p < .05$], and P4 - attitudes/openness, [$F(2,389) = 10.67, p < .05$]).

Post hoc comparisons using Tukey HSD test indicated that the mean score for AHP1 samples was significantly different ($p < .05$) from AH and AHP2 samples for all rubric measures. These results indicate that students in courses with a U.S. Perspectives designation scored significantly higher than students enrolled in courses without a perspectives designation and courses with a Global Perspectives (P2) designation on all measures.

Mode of Delivery Courses

For further understanding of student performance we sought to determine if there were any significant differences between student performance for face-to-face and distance education courses using the average of student overall scores for each rubric measure provided in Table 7.

A multivariate test (MANOVA) revealed that there was no statistically significant difference in performance on rubric measures based on mode of delivery, [$F(14, 370) = 1.14, p > .05$; Wilk's $\Lambda = .959$].

Table 7

Mean for University of Louisville Cardinal Core Rubrics by Course Delivery Mode

	Face-to-Face Courses	Distance Education Courses
CT1	2.76	2.82
CT2	2.47	2.58
CT3	2.36	2.48
CT4	2.48	2.54
CT5	2.49	2.64
WC1	2.70	2.83
WC2	2.53	2.65
WC3	2.47	2.65
WC4	2.34	2.44
WC5	2.74	2.83
P1	2.64	2.76
P2	2.43	2.62
P3	2.50	2.62
P4	2.69	2.75

Kentucky Graduate Profiles – 10 Essential Skills

The Cardinal Core program and assessment directly aligns with the Kentucky Graduate Profile 10 Essential Skills. The Arts & Humanities (AH) content area assessment incorporated 6 of 10 of the essential skills. Table 8 provides the assessment measures and the percentage of students scoring at the top two performance levels of the rubric (4 or 3) for each essential skill.

Table 8

10 Essential Skills Assessed in the Cardinal Core Arts & Humanities (AH)

Essential Skill	Assessment Measures	% Scored at 4 or 3
1: Effective Communication	WC1 – Context and purpose for writing	66.4%
	WC2 – Content development	54.8%
	WC3 – Genre and disciplinary conventions	53.2%
	WC4 – Sources and evidence	52.0%
	WC5 – Control of syntax and mechanics	68.8%
2: Think critically in order to solve problems and create new ideas and solutions	CT1 – Explanation of issues	68.3%
	CT2 – Evidence	57.1%
	CT3 – Influence of context and assumptions	49.6%
	CT4 – Student’s position	53.6%
	CT5 – Conclusions and related outcomes	54.8%
4: Interact effectively with people from different backgrounds	CT3 – Influence of context and assumptions	49.6%
	P1 – Knowledge of social, historical, and cultural structures	63.9%
	P2 – Applied knowledge (understanding of multiple perspectives)	57.5%
	P3 – Cultural awareness	58.9%
4: Interact effectively with people from different backgrounds	P4 – Attitudes/Openness	78.3%
	CT3 – Influence of context and assumptions	49.6%
5. Adapt to changing circumstances while leading and supporting others.	CT3 – Influence of context and assumptions	49.6%
9. Apply academic knowledge, skills, and abilities to their chosen career.	CT1 – Explanation of issues	68.3%
	CT2 – Evidence	57.1%
	CT3 – Influence of context and assumptions	49.6%
	CT4 – Student’s position	53.6%
	CT5 – Conclusions and related outcomes	54.8%
10. Use information for decision making	CT2 – Evidence	57.1%
	WC4 – Sources and evidence	52.0%

Inter-rater Reliability

Three separate readers assessed each student artifact. Table 9 displays the mean score for the three separate readings of all artifacts.

Table 9

Inter-rater Summary for Critical Thinking VALUE Rubric, Written Communication VALUE Rubric, and the University of Louisville Cardinal Core Perspectives Rubric

	Assessor 1	Assessor 2	Assessor 3	Standard Deviation
CT1	2.77	2.75	2.83	0.04
CT2	2.65	2.45	2.37	0.14
CT3	2.51	2.34	2.36	0.09
CT4	2.60	2.48	2.43	0.09
CT5	2.62	2.58	2.49	0.07
WC1	2.74	2.75	2.78	0.02
WC2	2.69	2.51	2.56	0.09
WC3	2.64	2.45	2.53	0.09
WC4	2.52	2.22	2.36	0.15
WC5	2.80	2.63	2.86	0.12
P1	2.68	2.64	2.64	0.03
P2	2.58	2.53	2.42	0.08
P3	2.66	2.56	2.44	0.11
P4	2.92	2.72	2.51	0.21

In addition to the descriptive statistics, Table 10 provides multiple measures of inter-rater reliability. The percentage agreement value was calculated to determine the percentage of artifacts for which all three assessors scored at either the same or within one performance level. Values for *Total Agreement* provided in Table 10 represent the percentage of artifacts for which all three assessors selected the same score (e.g., Assessors 1, 2, and 3 all selected 3). *Agreement (within 1 level)* represents the percentage of artifacts for which all three assessors scored the artifact at the same performance level or within one level (e.g., Assessor 1 selected a score of 3, Assessor 2 selected a score of 2, and Assessor 3 also selected a score of 2). If the assessor assigned “not requested” for the artifact that was treated as a 0 for the inter-rater reliability analysis since a 0 and “not requested” would both indicate the reviewer did not see the student demonstrate any component of the rubric measure.

In addition to percentage agreement, a one-way, average-measures intra-class correlation coefficient (ICC) was calculated to assess inter-rater reliability. ICC coefficients between .75 and 1.00 are considered excellent, .60 to .74 considered good, .40 to .59 fair, and below .4 is considered poor (Cicchetti, 1994).

Table 10

Inter-rater Reliability for Critical Thinking VALUE Rubric, Written Communication VALUE Rubric, and the University of Louisville Cardinal Core Perspectives Rubric

Competency Measure	Total Agreement	Agreement (within 1 level)	ICC	95% Confidence Interval
CT1	15.6%	72.7%	0.56	(.48-.63)
CT2	20.4%	74.5%	0.71	(.66-.76)
CT3	13.5%	67.9%	0.68	(.62-.73)
CT4	13.0%	65.6%	0.66	(.60-.71)
CT5	12.0%	62.0%	0.63	(.56-.69)
WC1	20.4%	71.2%	0.63	(.56-.69)
WC2	15.3%	66.1%	0.63	(.56-.69)
WC3	19.4%	72.4%	0.61	(.54-.68)
WC4	11.2%	67.3%	0.66	(.60-.71)
WC5	19.6%	77.6%	0.56	(.48-.63)
P1	15.6%	71.4%	0.66	(.60-.72)
P2	11.5%	66.3%	0.67	(.61-.72)
P3	17.6%	67.3%	0.66	(.60-.72)
P4	18.9%	66.6%	0.57	(.49-.64)

Syllabus Review

Cardinal Core courses must adhere to the Cardinal Core syllabus guidelines, which includes listing the Cardinal Core student learning outcomes and corresponding methods of assessment in the syllabus.

The Provost requests that all faculty load their syllabi to Blackboard© each semester, which are now available in the Concourse syllabus management system that is embedded within Blackboard. The Cardinal Core Office retrieved all Fall 2025 Arts & Humanities (AH) syllabi available through the Concourse system for a review of student learning outcomes and corresponding methods of assessment.

The review of syllabi sought to answer two questions:

- 1) Does the syllabus contain the content specific Cardinal Core learning outcomes approved for the course?
- 2) Are assessment methods stated that support the content-specific Cardinal Core learning outcomes approved for the course?

The review of 128 Cardinal Core AH syllabi identified 106 syllabi (82.8%) containing the appropriate Cardinal Core AH learning outcomes. Further review of the syllabi revealed that 96 syllabi (75.0%) also listed the corresponding assessment methods.

Of the 128 Cardinal Core courses, 87 also fulfilled a U.S. Perspectives (P2) or Global Perspectives (P2) competency. The perspectives outcomes were updated in summer of 2025. Of

the 87 courses that also fulfill a perspectives requirement, 67.8% had the new perspectives outcomes, while 94.3% of courses that also met a perspectives competency include either the old or new outcomes.

All faculty were notified during the assessment process if their syllabus did not include current learning outcomes and methods of assessment.

Summary and Plan for Improvement

For critical thinking skills, effective written communication skills, and understanding of perspectives, there was an increase in the percentage of work samples scored at the highest two performance levels from the 2021-2022 to the 2025-2026 academic year assessments on all rubric measures.

Results of the Arts & Humanities (AH) assessment for critical thinking skills indicate that students perform highest on explanation of issues (CT1) and use of evidence (CT2). Use of evidence (CT2) has consistently been a lower performing measure across all Cardinal Core content areas, however, was the second highest performing measure in this assessment.

For written communication skills, context and purpose for writing (WC1) and control of syntax and mechanics (WC5) continue to be the highest performing areas. Content development (WC2), genre and disciplinary conventions (WC3), and sources and evidence (WC4) were lower performing written communication measures compared to WC1 and WC5.

Knowledge of historical, social, and cultural structures (P1) and attitudes/openness (P4) were the higher performing measures for perspectives, while applied knowledge (P2) and cultural awareness (P3) had a slightly lower percentage of students achieving the top two levels of performance (4 or 3) on the rubric. Results of the AH assessment indicated that samples from AH courses with a U.S. Perspectives (P1) scored higher on perspectives measures than samples from AH courses without a perspectives designation or AH courses with a Global Perspectives (P2) designation.

There were no significant differences in student performance based on mode of instruction for this assessment.

The results of this assessment are intended to help drive program improvement and support student growth. The detailed findings provided in this report will be shared through a follow-up memo to all faculty who provided work samples for the assessment. Additionally, results will be disaggregated for departments with three or more courses (taught by three or more separate faculty members) to provide more contextual results and support conversations about intentionality of meeting the Cardinal Core competencies. Faculty are encouraged to continue to emphasize building these competencies within their courses as well as consider the impacts of assignment design and selection on student ability to meet the competencies of the program.

References

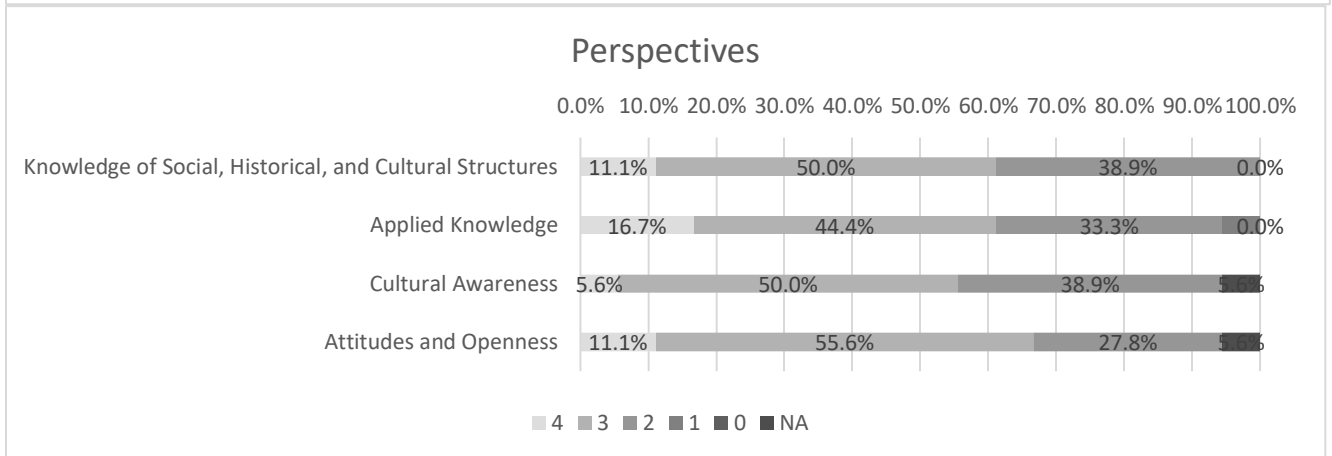
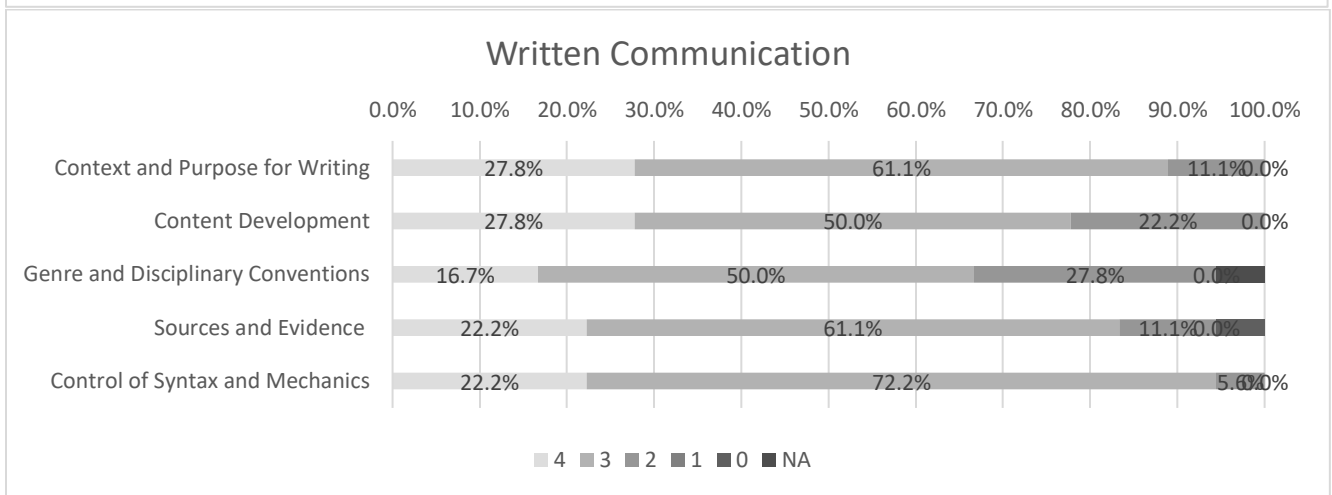
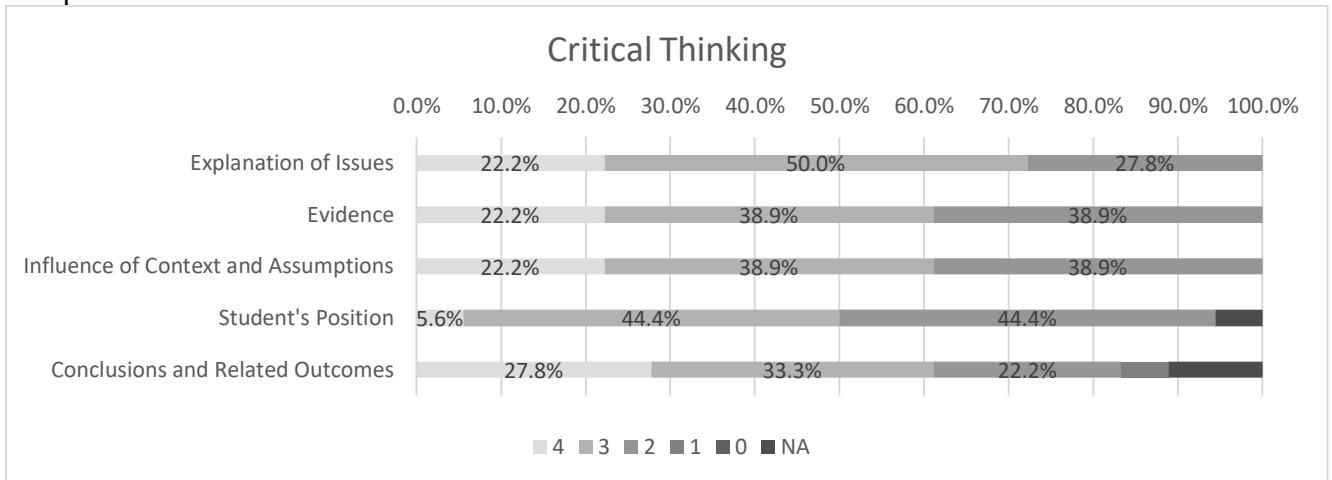
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Appendix A. Results from Assessment Training for the Critical Thinking VALUE Rubric, Written Communication VALUE Rubric, and University of Louisville Cardinal Core Perspectives Rubric

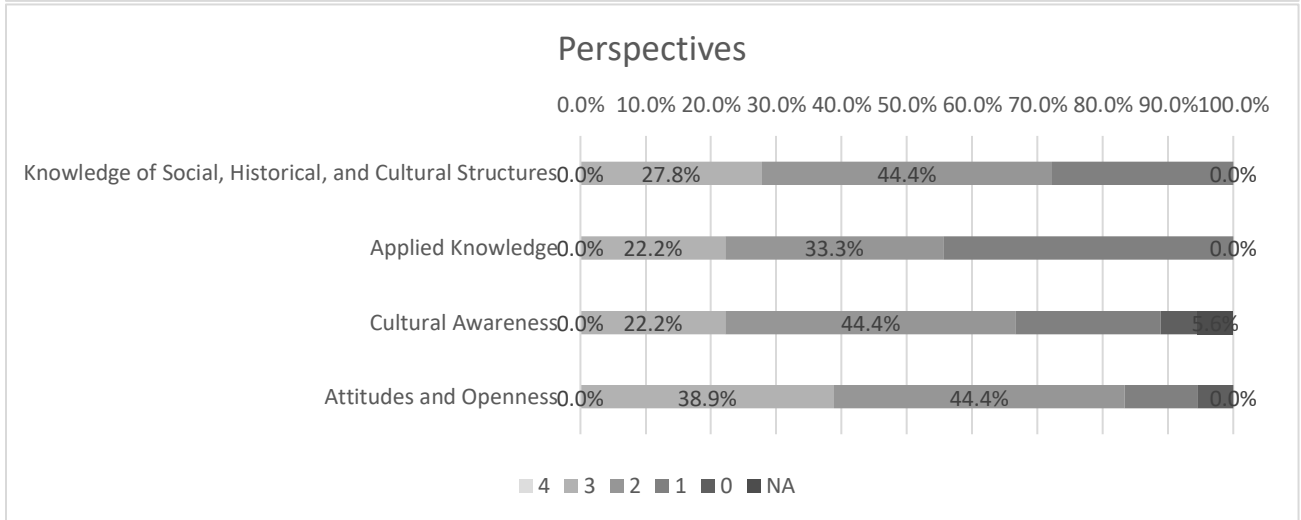
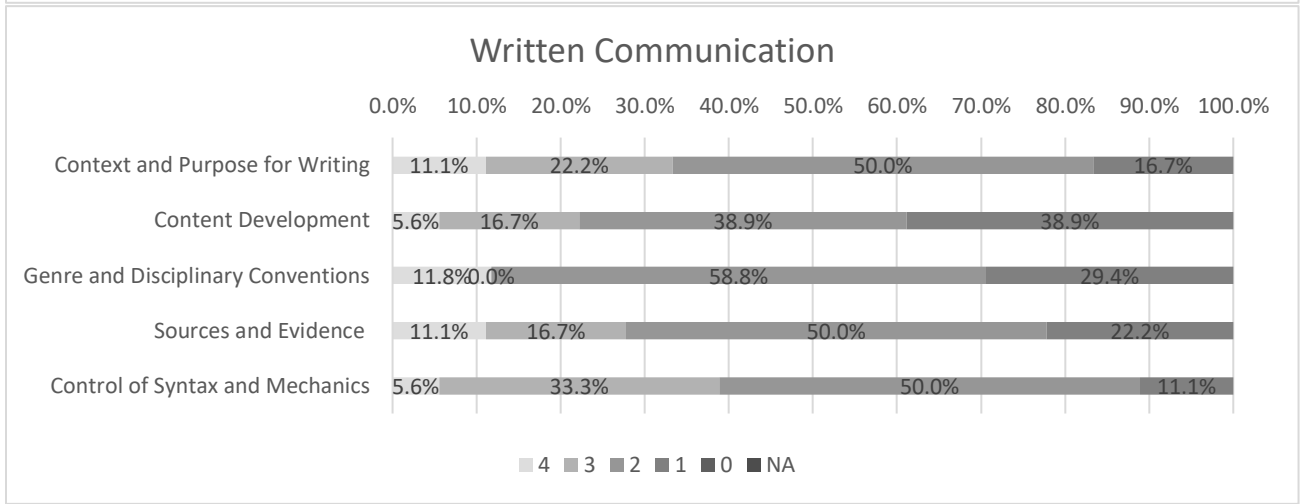
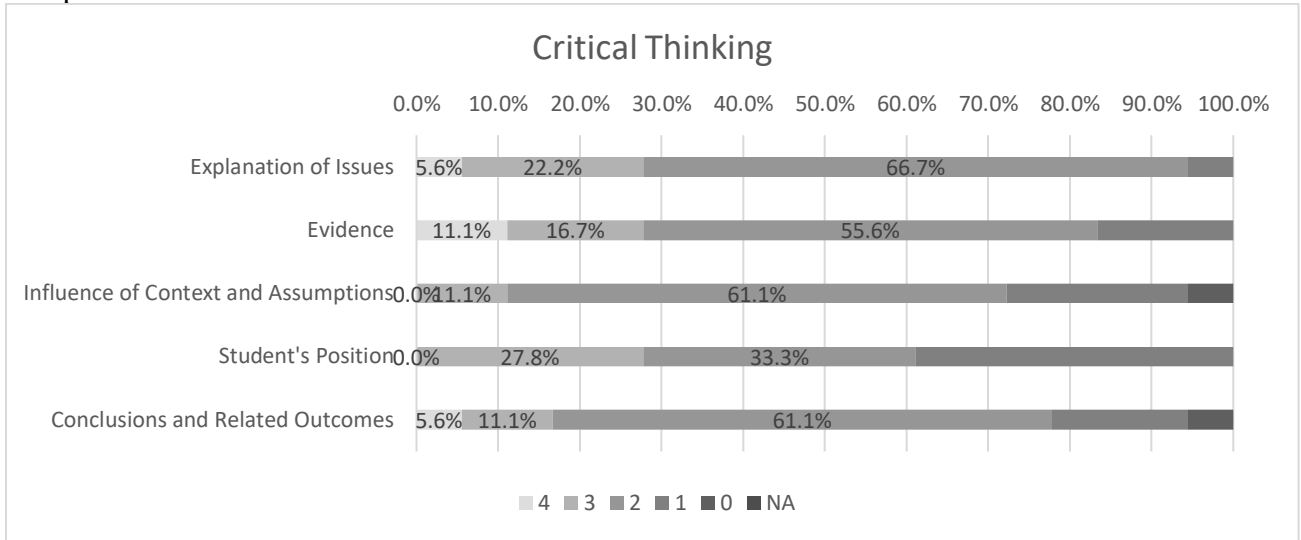
Sample 1



Sample 2



Sample 3



Sample 4

