

Assessment sub-committee recommendations

Chair, Jake Held

1) Possible interventions/improvements

- Faculty Development
 - i. Chairs need to be contacted about trainings ahead of time and motivate faculty to attend.
 - ii. Locate those CRNs that had best scores, and contact re best practices.
 - iii. At best practice training assist in developing in-class assignments aligned with the rubric, training on the rubric itself, as well as suggested topics to help introduce or reinforce the relevant area.

2) Program audits¹

- Given that our Core curriculum is intended to be a scaffolded progression from introduction of skills and concepts to reinforcement, and ultimately mastery, it is paramount that LD and UD Core courses be placed intentionally throughout a student's General Education and programmatic curriculum. To this end, the sub-committee recommends the following:

- Departments (chairs, curriculum committees, etc.) should audit their programs in terms of LD and UD Core offerings and make curricular adjustments as needed to reflect the nature of the UCA Core as a scaffolded, coherent program integrated within a student's chosen program of study. Below is a helpful guide of how one might begin to do so. Dr. Held, the Director of the UCA Core will communicate with the Academic Council (All department heads across campus) regarding this recommendation, and assist as needed.

i. UD Core

1. Does your program offer a full complement of UD Core courses?

a. **Yes:** Are they intentionally placed so that:

- i. Students will accumulate all of them as they matriculate through your program?
 - 1. **Yes:** Horray!
 - 2. **No:** Why not?
- ii. The course content and the Core content reinforce each other and the Core outcomes are explicitly addressed?
 - 1. **Yes:** Horray!
 - 2. **No:** Course content should reinforce Core outcomes. If the Core outcomes are "foreign" to the course, the course ought not be designated under that area of the UD Core. If the course content and Core outcomes align naturally or

¹ The Director of the UCA Core, Jake Held, will gladly advise as desired any department as it considers the placement of LD and UD Core courses in its curriculum. (jmhheld@uca.edu)

can be brought into alignment they should intentionally reinforce each other.

- iii. The Capstone is a “true” Capstone experience, namely, a culminating academic experience in your discipline emphasizing Critical Inquiry and Effective Communication?

- 1. **Yes:** Horray!
- 2. **No:** Why not? A Capstone is a culminating experience. Identify the course or courses (limited in number!) that provide this. Or develop one.

b. **No:**

- i. Can it, and can it do so intentionally, reinforcing the UD Core outcomes?

- 1. **Yes:** Then propose those courses and let’s get them in the UD Core
- 2. **No:** See ii below.

- ii. Have you identified UD Core courses outside of your department that complement your program and will provide students a clear path to UD Core completion consistent with the academic integrity of your program?

- 1. **Yes:** Do you have an AMAP for your students?
 - a. Yes: Horray!
 - b. No: Build one so students can easily navigate your program and the UD Core, and your faculty advisors can effectively assist them in doing so.

- 2. **No:** Do so and then follow 1 b directly above.

ii. LD Core

- 1. Does your program offer LD Core courses?

- a. If so, are they well aligned to the Core outcomes under which they are designated?
- b. Is there a dedicated assignment aligned to those outcomes for assessment purposes?
- c. Have these standards been well articulated to your faculty who routinely teach those courses?
- d. Have you designed those courses taking into consideration the UD Core experience those students will later have? That is, do you design the course to be an introduction to the Core outcomes that will later be reinforced at the Upper Division?

- 2. Does your program require LD Core courses as part of its major or minor programs?

- a. If so, do you intentionally design the UD Core courses in your department or direct students to external UD core courses that reinforce those skills? (Let's think ***scaffolding***)
- 3) Given that our Core curriculum is intended to be a scaffolded progression from introduction of skills and concepts to reinforcement, and ultimately mastery, it is paramount that LD and UD Core courses be placed intentionally through a student's General Education and programmatic curriculum. To this end, the sub-committee recommends the following:
 - Students should not be able to take a course designated in the UD Core until they have completed a course in the LD Core under the same Core Competency area.
 - i. This requirement would acknowledge that UD Core courses reinforce and build on LD Core courses, and set the expectation that LD and UD Core course be scaffolded intentionally as a developmental program.
- 4) Awaiting further data from the Office of Assessment.
 - Once received the sub-committee will articulate expectations regarding student performance at all levels of the Core for the Responsible Living outcome as a way to gauge and monitor our success in promoting student learning.