

Your Responsibilities in the UCA Core and Core Assessment

Expectations for Faculty who Teach in the UCA Core

How do I know if I teach a UCA Core Course?

You should receive emails from UCA Assessment. Your department chair or your department's assessment committee/director should be able to tell you as well. In addition, you can check the lower division core check sheet and the upper division course listings here: <http://uca.edu/core/checksheet/> You should also know the pillar(s)/competency(ies) to which your course is assigned; the four pillars are: **responsible living, diversity, effective communication, and critical inquiry**. If you teach an FYS (first year seminar) course, it is assessed with effective communication (Goal B (written) and Goal C (collaboration) and one other competency. Capstone courses (Z) assess under both Critical Inquiry and Effective Communication. Consult the resources noted above to determine which particular goals your course assesses under.

So, what is expected of me?

Each time the course is taught, a portion of the course content should address the Core competencies to which it is assigned.

- For lower-division courses, 50% or more of the course content should align to and explicitly address the Core competency(ies).
- For upper-division courses, 20% or more of the graded assignments should align to and explicitly address the Core competency(ies).

The UCA Core operates on a 4 year cycle, and in each year, you have a different responsibility. (See the table below to determine the specific years for each competency.)

Year 1: Planning This is the year before your Core competency is assessed. Familiarize yourself with the rubric and develop an assignment that can be assessed using that rubric. To help you, sessions on assignment design, alignment, rubric interpretation, and curriculum development will be provided the Spring prior to the year during which your area will be assessed. These sessions are led by the Director of the UCA Core, Director of Assessment and/or other faculty who are familiar with this area.

Year 2: Assessment This year, you have two jobs. (1) Early in the semester(s) you are teaching a Core course, respond to the survey distributed by the Office of Assessment. Provide a syllabus and the planned assignment to the UCA Assessment Director. (2) Collect student work (artifacts) using that assignment and send the *unscored* artifacts to the UCA Assessment Director. Specific processes are addressed in the survey or can be handled through an email to the Office of Assessment.

Year 3: Tabulation and Reporting This year, the UCA Assessment Director will tabulate the assessment data and provide an evaluative brief to the Director of the UCA Core. You should examine this report to determine how successful UCA students were on assignments across campus. Several listening sessions will also be held through the academic year. (You may be invited to score artifacts. Scorers are remunerated for their service over about three days in the summer before Year 3.)

Year 4: Improvement This year, the UCA Core will close the loop by using the assessment data to make improvements in student learning. This will probably take the form of a workshops you can attend to hear about tips and techniques for teaching/incorporating the Core competency(ies) into your classes. These workshops will be directed at specific areas that need improvement.

...And the cycle starts over again.

First Year	Next Year	Core Competencies			
		Responsible Living	Diversity	Communication	Critical Inquiry
2015–2016	2019–2020	1. Planning	4. Improvement	3. Reporting	2. Assessment
2016–2017	2020–2021	2. Assessment	1. Planning	4. Improvement	3. Reporting
2017–2018	2021–2022	3. Reporting	2. Assessment	1. Planning	4. Improvement
2018–2019	2022–2023	4. Improvement	3. Reporting	2. Assessment	1. Planning
<p>FYS Courses are assessed with Communication (written and collaboration) and one other competency. Capstone Courses are assessed with Communication (any two) and Critical Inquiry.</p>					

Note to Department Chairs and College Deans:

It is recommended that faculty participation in these activities be a part of the faculty member’s annual review process as a part of their teaching load. It is critical to the success of the UCA Core that the faculty who teach your department’s courses with Core designations be engaged in the process to ensure UCA students are introduced to, develop, and apply these fundamental competencies in their courses.

Questions or Comments, Contact Dr. Jake Held, Director of the UCA Core (jmheld@uca.edu)

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