

Feedback Report  
UCA Core Council Assessment sub-committee  
January 2019  
Re: Review of LD Core Responsible Living Course Offerings

Thank you for providing the information requested by the sub-committee. The assessment sub-committee is diligently reviewing all courses in the Lower Division Core Responsible Living area to assure that our students are receiving a shared, common experience across the university as regards this Core competency. Your participation is greatly appreciated in this endeavor. The sub-committee would like to provide you with this feedback report as an informational item. If you have questions, concerns, or comments please direct those to the Director of the UCA Core, Jake Held ([jmheld@uca.edu](mailto:jmheld@uca.edu))

Course Prefix and Number: FACS 2341  
Course Title: Lifespan Development

**Syllabus:** Any syllabus for a course in the UCA Core must include language indicating the courses relative position within the UCA Core. The required boilerplate language can be located here: <http://uca.edu/academicaffairs/publications-information/>

The course syllabi for both Lisa McCoy and Melissa Carver included the required language as well as clearly stated outcomes aligning well to the UCA Core outcomes for responsible living goal B (well-being). In addition, each of the syllabi for the instructors noted above included the Core rubric itself. The inclusion of Core language and the rubric, as well as intentionally aligning course outcomes to Core outcomes demonstrated an intentional effort to bring the course in alignment to Core learning outcomes. It is also beneficial to students insofar as it makes perspicacious the connection between the UCA Core and their chosen field of study, as well as your department's commitment to offer academic experiences that promote the general education program at UCA.

**Lower Division Core standards:** Does 50% of the course content directly align to the Core outcomes for the goal under with the course assesses? (NB: This is calculated by considering course objectives, readings, lecture/discussion, and assignments as indicated by the course syllabus and provided work.)

The material provided for FACS 2314 (syllabi and assorted materials for three instructors for FACS 2341) was more than sufficient in order for the sub-committee to make an informed evaluation.

FACS 2341 is categorized under Goal B (Well-Being) of the Responsible Living category. The outcomes for Goal B are:

**Issue Recognition:** Recognition of various issues that affect well-being and their interconnections in complex contexts. The interconnections of issues in complex

contexts refers 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—positive or negative—of decisions on the well-being of self, others, society and/or environment(s).

The full rubric can be located here: <http://uca.edu/core/assessment/>

As a lower division Core course, this course ought to provide students with the foundational skills necessary to begin developing the skills indicated by the outcomes under the rubric. In order to provide such an experience it is necessary that students be consistently exposed to these ideas and offered multiple opportunities to develop these skills. The committee found that FACS 2341 offers students ample opportunity throughout the semester to be introduced to and develop these skills. The committee was greatly impressed by the materials provided by Lisa McCoy and Melissa Carver. Both of these instructors have clearly given a great deal of thought to course and assignment design as it relates not simply to their areas of expertise and disciplinary content, but also Core outcomes. Both of their packets indicate that they are intentional in offering students not simply an exceptional FACS course, but an exemplary general education as it pertains to well being (responsible living Goal B). UCA's students would be well served if all instructors were as intentional in offering an integrous general education experience. Both of these instructors deserve commendation for their thoughtfulness in designing their courses and course materials. We would hope you would provide opportunities for these two women to share their experiences with their colleagues so that their experience could be leveraged maximally in your program and in terms of the way in which your program delivers the Core curriculum.

The only critical point of note for the committee was that one set of materials, those offered by Dr. Jim Guinee were considerably less thorough and we would like to note that since consistency is crucial in the UCA Core, making sure all students are offered a similar educational experience regardless of course or section, we would recommend that the department review how it offers all sections of FACS 2341 and assure that they all meet the laudable standards of those of McCoy and Carver.

But simply stated, in so far as we at UCA view responsible living (well-being) as a desirable educational goal of our Core curriculum, FACS 2341 as presented to us, exemplifies this experience.

If you have any questions or concerns please contact the Director of the UCA Core, Jake Held ([jmheld@uca.edu](mailto:jmheld@uca.edu))