

Feedback Report

UCA Core Council Assessment sub-committee

February 2019

Re: Review of LD Core Responsible Living Course Offerings

Thank you for providing the information requested by the UCA Core Council assessment sub-committee. The 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 documenting our recommendations. If you have questions, concerns, or comments please direct them to the Director of the UCA Core, Jake Held (jmheld@uca.edu)

Course Prefix and Number: BUAD 2303

Course Title: College of Business Travel Class for Responsible Living

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

Syllabus issues: Include Core language on the syllabus and clear alignment to Core outcomes. The connection between the course learning outcomes and Core outcomes needs to be made explicit on the syllabus to demonstrate to the student how this course is integrated into and furthers their general education at UCA.

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

BUAD 2303 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 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 sub-committee found that overall BUAD 2303 as presented failed to align to and promote the learning outcomes of responsible living Goal B (well-being).

Specifically, the journal entries, although they could address issues of well-being, do not explicitly do so nor prompt the student to pursue this line of inquiry in their responses. And although there is a clear link between economics and art, there is little indication that issues pertaining to well-being, whether individual or societal, as well as the impact of decisions are considered in detail or depth.

General concerns regarding the course stem from the nature of travel seminars in general. The committee is dubious that a travel seminar (often a mere few weeks) offers an adequate opportunity to provide the foundational, developmental experience in the Core outcomes that LD Core courses are designed to deliver. As an LD Core course, this course is the singular, introductory and developmental experience in responsible living that is to prepare a student to later master and demonstrate proficiency in these outcomes. Courses in the lower division need to provide developmental experiences for their respective competency, that is, provide students with basic, transferable skills that can be leveraged later in their course work and where they can demonstrate mastery of these skills in upper division courses. This course, however, did not seem fundamentally oriented to providing that experience to students. A compressed, limited experience, as is the nature of study abroad courses, will struggle to provide these experiences by their very nature. If there is no underlying reason for this course to be in the LD Core, it may be best to simply remove it.

Committee Recommendation: Given that BUAD 2303 as presented fails to align the Core outcomes under which it is designated, the assessment sub-committee of the UCA Core Council recommends to the Core Council that: 1) BUAD 2303 be asked to pursue one of two options: a) BUAD 2303 submit revised materials addressing all concerns of the sub-committee as addressed above with specific attention being paid to those recommendations enumerated below, thus offering an assurance argument as to consistency of its content and delivery with respect to responsible living Goal B (well-being), or b) submit the required paperwork to remove BUAD 2303 from the UCA Core should the requirements necessary to meet Core outcomes be considered too cumbersome.

Specific recommendations:

1. Greater than 50% of course content needs to explicitly align to the outcomes under responsible living goal B (well-being). Use the table in Curriculum Attachment A here: <http://uca.edu/core/forms/> as a guide. In addition, provide course materials such as copies of assignments, quizzes, tests, writing assignment prompts, and/or detailed syllabus.

2. Revise the course syllabus to demonstrate how the course aligns to and addresses the Core outcomes under which it assesses. Also include required UCA Core language as noted above.
3. Course assignments needs to align to Core outcomes, and specifically prompt and require that students engage in activities that assist in developing these competencies.
4. In order to better understand Core requirements and respond to the sub-committee's requests it is recommended that the College of Business consult with a member of the sub-committee in regards to this report before, or while, revising its submission. Your college representative on the sub-committee is Stephanie Watson.

Should the College of Business choose to submit revised materials for BUAD 2303, those materials should be submitted to the UCA Core Director. The course materials will be evaluated by the UCA Core Council curriculum review sub-committee. The sub-committee will review the materials and make a recommendation to the UCA Core Council as to whether or not they are adequate in addressing the concerns noted above. Should the sub-committee affirm that they are adequate and the Core Council affirm that assessment, no further action will be necessary. Should, however, the sub-committee deem the revised materials to be insufficient and the Core Council affirm this evaluation, or the sub-committee deem the materials sufficient yet the UCA Core Council reject this assessment, the Core Council's decision will be guiding. In the event of either of these previous two outcomes, you will have one semester to revisit the issues and revise the course materials. The same process will then be followed with the decision of the Core Council regarding BUAD 2303's position in the UCA LD Core being final.

If the College of Business should fail to act on this recommendation by July 1, 2019, BUAD 2303 will be placed on probationary status for Fall 2019. If no progress is made in rectifying matters by the close of Fall 2019, BUAD 2303 will be removed from the LD Core beginning Spring 2020.