Feedback Report

UCA Core Council Assessment sub-committee

December 2019

Re: Review of LD Core Diversity 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 that assess under the Diversity Core Competency in order 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, Jake Held ([jmheld@uca.edu](mailto:jmheld@uca.edu))

**Course Prefix and Number: HIST 1310**

**Course Title: World History I**

*The committee was provided materials from both Dr. Pauly and Dr. Craun. On the whole, we found the materials provided by Dr. Pauly to be exemplary, and in fact model examples for how to intentionally design a syllabus and course assignments. The materials provided by Dr. Craun were not as clearly designed, and underscore the importance of interdepartmental conversations and cooperation when it comes to offering multiple sections of a course in order to assure students are receiving a consistent experience across sections.*

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

The course syllabus did have the required language. In fact, the syllabus was laid out very well. It was clear and informative. Dr. Pauly’s syllabus could be used as a model for other faculty.

**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.)

HIST 1310 is categorized under Goal B (Other) of the Diversity competency. The outcomes for Goal B are:

**Cultural Worldview Frameworks**: The history, values, politics, communication styles, economics, or beliefs and practices by which people construe their experiences and make sense of the world around them.

**Curiosity**: Willingness to understand and engage with other worldview frameworks.

**Application**: Ability to engage and learn from different perspectives and experiences; to understand how one’s place in the world both informs and limits one’s knowledge.

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 a foundational experience 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 HIST 1310 offers students ample opportunity throughout the semester to be introduced to and develop these skills. In addition, the assignments submitted by Dr. Pauly were well-designed and provided good prompts for students thus assuring that the performance asked for was an accurate demonstration of the student’s abilities as they related to these Core outcomes. Dr. Roger Pauly deserves commendation for his thoughtfulness in designing his assignments and for the structure of his course as a whole. We would hope you would provide opportunities for him to share his experiences with his colleagues so that his experience could be leveraged maximally in your program and in terms of the way in which your program aligns to and delivers the Core curriculum, especially as it relates to HIST 1310.

Simply stated, insofar as we at UCA view diversity as a desirable educational goal of our Core curriculum, HIST 1310 as presented to us, exemplifies this experience.

As noted above, there was a clear difference between the materials provided by Dr. Pauly and those provided by Dr. Craun. For example, one of Dr. Craun’s Core assignments is optional. However, if these goals are to be reinforced in a course, making these assignments optional sends the wrong message to students regarding their importance and relation to other course educational goals. Again, the course as a whole meets the Core requirements, but we wished to offer these comments as simply our feedback.

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**Further Action:**

None

If you have any questions or concerns please contact Jake Held ([jmheld@uca.edu](mailto:jmheld@uca.edu))