Feedback Report

UCA Core Council Assessment sub-committee

February 2020

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 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. If you have questions, concerns, or comments please direct those to, Jake Held ([jmheld@uca.edu](mailto:jmheld@uca.edu))

**Course Prefix and Number: PHIL 1330**

**Course Title: World Philosophies**

**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/>

This syllabus included the required language.

**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.)

PHIL 1330 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.

Although the committee found that in terms of the “Cultural Worldview Frameworks” outcome this course is clearly connected to the UCA Core Diversity Goal B rubric, and provides students with a wealth of information with respect to various philosophical traditions, the level of engagement seemed to be limited to knowledge and recall with little demonstrated engagement beyond such rudimentary assessments. The outcomes of “Curiosity” and “Application” under the Diversity Goal B rubric demand direct student engagement with worldviews beyond simple identification of key concepts or definitions. From what can be determined by the materials provided, what is being asked of students, even if rigorous in terms of conceptual knowledge, fails to engage them at an appropriate level along Bloom’s taxonomy in order to facilitate the development of deeper critical thinking and reflection skills, specifically as it relates to the Curiosity and Application outcomes of the rubric. Beyond recall, how students engage these traditions, by means of questioning and reflection needs to be more intentionally placed throughout this course in order to better develop these skills for later application in upper division course work, and life in general.

However, the committee is aware that we have only been offered a limited view of course activities, and this may provide too narrow a window onto the experience offered students in this course. Thus, we are asking that, if possible and available, we be offered examples of how direct student engagement with the outcomes of Curiosity and Application are elicited from students.

This is, for the most part, an identical report to the one offered regarding RELG 1320. But the issues seemed quite similar, and the committee did notice a striking similarity/overlap between the content of both RELG 1320 and PHIL 1330.

**Further Action:**

Please provide to the committee, by means of Dr. Held, relevant materials - such as discussion prompts, course activities, faculty narratives, in class exercises…- that demonstrate the scope and depth of student engagement with the “Curiosity” and “Application” student learning outcomes as explain above.

We would greatly appreciate receiving all relevant materials no later than March 1st, 2020.

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