ITEM 1 - AAC&U Network for Academic Renewal Conference -Roundtable Discussion – St. John Fisher College
Practical Tools for Reforming General Education

Timeline	Activity	Insight
Fall 2000	Committee is set up by Dean "Blue Ribbon Panel" includes students, faculty, Registrar, Dean	At this point, choose enthusiastic people; don't try for representation
Spring 2001	Core outlined by committee: general goals, general structure First Assembly report	Don't wait to go to governing body with a final product; make progress reports regularly
Fall 2001	Core committee shares draft structure by meeting in pairs with *every* department on campus to get feedback.	Meeting early with every department allows committee to avoid surprises and big roadblocks later. "All politics is local."
Spring 2002	Core committee works with department feedback, puts together a two-tier system. Committee puts together initial proposal to show resource implications—in our case, demonstrate fears of huge resource needs are baseless.	Vary the focus between the "big picture" and the implication the new curriculum will have for those "in the trenches." Opponents of curricular change can use resource arguments that are appealing to some constituencies. Be able to present a "business model" that includes resource implications.
Fall 2002	First Assembly motion: "No matter what the core turns out to be": non-negotiable items (See Appendix A)	Get the core's foot in the door by securing agreement on essential principles and/or parameters. Establish building blocks to lessen the probability of an "all or nothing" vote scuttling the entire effort.
Spring 2003	Committee looks for support outside faculty. In a meeting with the Provost, committee leaders use the institution's 2000 mid-period accreditation report, the Middle States response, and the new Middle States Accreditation Standards to present a case for a reform of the general education program.	"An accrediting body can be your friend." External standards and expectations can help to overcome inertia. Our accrediting body had said assessment was lacking in our core, so assessment was highlighted in our new curriculum from the beginning.

Fall 2003	August workshop held for ALL faculty: learning goals for core courses are generated. Friday night meetings for various new core groupings. All interested faculty invited, and groups work with August list to craft smaller list of goals and core components. (See Appendix B). Core committee invites all interested faculty to join core committee for further work on core course goals and components (See Appendices C and D). Courses that will be part of the Foundational Tier of the new core (first semester freshman year) are taught by interested faculty members.	Maintaining transparency and presenting opportunities for all faculty members (not just those directly engaged in the initiative) are critical for buy-in. "Some things are worse than revising the core." Relations between and among faculty and the administration were strained. These curricular discussions among colleagues were among the few opportunities for positive interactions during this period. The core must work for those who will be teaching it. With the framework agreed to earlier serving to establish boundaries, maximum discretion can be given to those who will be teaching the core curriculum. Begin working out kinks in the system as soon as possible. Doing so with insiders lessens the ability of opponents to make general claims that the proposed curriculum is "too complicated" and will be a 'logistical nightmare."
Spring 2004	Courses that will be part of the Foundational Tier of the new core (second semester freshman year) are taught by interested faculty members. Resource analysis and four-year implementation plan for the new core are presented to the Faculty Assembly and the Board of Trustees. Final structure of new Core Curriculum is approved by both bodies. (See Appendix E). Team attends AAC&U Institute on General Education to develop a logistical structure for the assessment system.	Identify 'last ditch" strategies of opponents in order to be able to pre-empt them. There can never be too much effort spent in planning the logistics and analyzing the implications of implementing the new general education curriculum. However, don't loose sight of why you wanted to change the curriculum in the first place.

Fall 2004	Core subcommittees begin to construct assessment rubrics.	Be explicit about the stance towards assessment. "Right-size it" from the start to minimize cynicism.
Spring 2005	Committee has meetings with Registrar to iron out logistical issues.	Never forget that if it doesn't work for the Registrar and for the students, it just does not work.
Spring 2006	Successful accreditation visit with special note made of the Core Curriculum initiative. Core committee meets with all advisors who will need to know new core structure. Core committee members meet with all departments who want help correlating new core with major/minor requirements.	Everyone loves a winner. Make progress while the glow remains.
Fall 2006	Entering freshmen are subject to new core requirements. Longstanding assessment of the First Year Program continues. Instructors of Perspectives Tier courses submit evidence of student work for pre-determined learning outcome (randomly selected).	Assess enough to generate actionable information but no more.
Spring 2007	Assessments are conducted with results to be shared at a mandatory faculty meeting. Advisor training by department continues.	Emphasize the formative intent of assessment and appreciate the glass being half full.

ITEM 2 - AAC&U Conference on General Education and Assessment
March 2, 2007

Practical Tools for Advancing Reform of the General Education Curriculum
Roundtable Session

St. John Fisher College
David Pate, Theresa Westbay, Stephen Brauer, and Deb VanderBilt

Challenges We Faced in Adopting and Implementing a New Core Curriculum

- Administrative
  - Resistance to potential costs
  - Resistance to cultural change

- Faculty
  - Inertia
  - Resistance to cultural change
  - Resistance to intrusions on turf
  - Resistance to assessment

- Staff
  - Technological challenges in implementation
  - Need for new training (Registrar, Advising, Library)

Approaches We Took to Move Toward Adoption and Implementation

- Embrace Transparency and Communication.

  Keep people informed and incrementally get approval of decisions and for next steps. This allows constituents the opportunity to provide comments and feedback.

- Include Everyone.

  Top to bottom – provost to assistant librarian. To get buy-in, include the resisters and those who are checked out. Allow for the mess, but don't get bogged down in it.

- Test out Ideas and Measure Results.

  Pilot programs as labs and as ways to generate evidence that new courses are helping students move toward desired outcomes.

- Use What You Have.

  Accreditation concerns, administrative turmoil, a shifting demographic in the faculty – all of these can be tools to push for reform.

St. John Fisher College

Assessment Plan for Student Learning Outcomes

TEMPLATE

School and/or Department _____ **Program** _____ *Date* _____

CONCISE MISSION STATEMENT

St. John Fisher College is a collaborative community dedicated to teaching and learning in a personalized educational environment. The College is guided by its Catholic heritage, as expressed in the motto of its founders, the Basilian Fathers: "teach me goodness, discipline, and knowledge." Through an education rooted in the liberal arts, we prepare individuals for lives of intellectual, professional, and civic integrity, in which diversity and service to others are valued and practiced.

GOAL 1: 2003 Strategic Plan
Academics, Curriculum, and Student Learning Outcomes

We will improve existing programs and pursue new program development in order to fulfill our mission and to prepare graduates for rapidly changing employment opportunities in our region. We will enhance our academic environment to ensure that it responds to changing student needs for learning, supports intentional learning outcomes, and incorporates assessment of effectiveness, in order to further the intellectual, professional and civic development of a diverse population of undergraduate and graduate students.

College-wide Learning Goals

1. **INTELLECTUAL ENGAGEMENT** To demonstrate their intellectual curiosity and engagement, Fisher students will work individually and with others to pose and take positions on significant questions. They will be able to defend those positions by developing reasoned arguments based on evidence.
2. **DIVERSITY AND CULTURAL UNDERSTANDING** Having reflected on their individual and cultural perspectives in the context of others, Fisher students will be able to demonstrate that they value diversity by engaging with a wide range of individuals and groups in achieving common goals in their lives as students, professionals, and citizens.
3. **COMMUNICATION** Fisher students will be able to gather information and use it to generate, understand, and convey ideas through effective listening, speaking, reading, and writing. They will also demonstrate their ability to process quantified data and understand and communicate the results, using appropriate technology.
4. **ETHICAL INTEGRITY** Fisher students will examine and articulate their evolving values in the context of multiple ethical, philosophical, and religious perspectives. They will reflect their considered values by embracing ethical decision-making in their personal, professional, and civic lives.
5. **DISCOURSE AND CONTENT OF FIELD** Fisher students will become sufficiently grounded in one or more disciplines to communicate within and about the discipline, to apply the methods and tools of the discipline to solve problems, and to understand the discipline's relationship to other modes of inquiry.
6. **APPLICATION OF KNOWLEDGE** Working both individually and collaboratively, Fisher students will be able to draw on reason, experience, and academic preparation to achieve effective solutions to personal, intellectual, professional, and civic problems.

Program Mission

Program Alignment Narrative

Program Goal(s)	Elements of Assessment			
	Program Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Evidence Collected	Use of Results

A: December 10, 2004 | B: May, 2005 | C: September, 2006 | D: November, 2006

November 23, 2004

Assessment Plan for Student Learning Outcomes

TEMPLATE

Developed by AHCAP
(Ad Hoc Committee on Assessment Planning)

November 2004

Appendix A. Fall 2002 – Initial motion on Core Revision brought to the Faculty Assembly

NO MATTER WHAT THE CORE TURNS OUT TO BE . . .

1. Students, faculty and advisors must find the core easy to understand, explain and track.

2. There must be common core components intended to develop competencies (e.g. writing, information technology, information literacy, oral communication skills, use of the scientific method, quantitative reasoning skills, understanding of issues related to diversity)

3. Students must experience multiple ways of knowing/thinking consonant with diverse fields of study.

4. There must be a breadth of content from a range of liberal arts and sciences.

5. There must be a mechanism for determining whether the core is accomplishing its objectives, and for completing the feedback loop.

Appendix B. Friday Evenings Core Discussion Series
Tier Two – Values and Heritage, Languages and Intercultural Perspectives

AGENDA
5:00-6:15 p.m.

- All – Introduction to the evening's purpose and tasks
- All – Review of the place and role of Tier Two courses in the new core structure
- Group breakout –Values and Heritage (Deb Vanderbilt – facilitator), Languages and Intercultural Perspectives (Dawn Rager and Dave Pate – facilitators)

Your task is to draft goals for student learning (approximately six) for the Tier Two area you have chosen. There can be a number of courses from various disciplines as well as interdisciplinary offerings that will satisfy the Tier Two requirements for these two areas. Your task is to articulate the goals for student learning (e.g., intellectual skills or capacities, understanding of modes of inquiry, knowledge, dispositions, etc.) for this Tier Two area in a manner that will provide guidance in selecting the criteria used to assess student learning. Your challenge is to strike a balance between the generality needed to accommodate different disciplines and content and the specificity needed to clearly define the intent of this core area to students, faculty, and others.

6:15-6:45 p.m. – DINNER

6:50-7:45 p.m.

- Group breakout – Values and Heritage, Languages and Intercultural Perspectives to return to breakout areas
- Task One – Present, review, and revise goals for student learning as appropriate
- Task Two - Determine the essential elements of a course that would be able to generate the student learning goals established above? Consider what a course intended to achieve these goals would look like (e.g., readings, assignments, exercises, pedagogies, etc.) and be thinking "What would student achievement look like?" You may wish to refer to the prompts from the Wiggins book provided in the handouts.

7:45-8:45 p.m.

- Group breakout continues

Your task is to suggest tools, techniques, and practices that could be used to determine whether students have achieved the student learning outcomes that are established as a goal of this core component. Robert Diamond in Designing Courses and Assessing Courses and Curricula: A Practical Guide has suggested this can be addressed by thinking how to respond to the following question of a hypothetical student. "*If I'm your student, what do I have to do to convince you that I'm where you want me to be at the end of this lesson, unit, or course?"* The purpose of this exercise is to come up with practical and relevant ways of determining whether the goals of this core component (described in terms of student learning outcomes) are being achieved. At this point, do not get bogged down in trying to create the logistics of an assessment system, rather focus upon pedagogically-appropriate ways to generate the desired information.

8:45 p.m. Group breakout continues – Present/discuss measures and wrap up.

Appendix C. Tier 2 Area 2: Perspectives on Ethical/Religious Frameworks

Student Learning Outcomes (Goals)

1. Students will recognize/articulate/describe/explain multiple ethical/religious frameworks, and apply it to a context (personal and/or social)

2. Students will understand that ethical and religious frameworks are historical phenomena.

3. Students will think critically about and explore for themselves the difference between tolerance and pluralism and nihilism/relativism.

4. Students will explore the connection between both personal beliefs and actions and society's beliefs/ethics/values and its practices.

5. Students will explore philosophical and religious systems as a basis for developing respect for diversity via engaged discussion.

Essential Course Components (Activities)

1. Articulate and defend your own evolving ethical/religious framework with at least some practical application.

2. Represent views of another ethical/religious framework fairly and with appreciation of its nuances.

3. Critically evaluate the implications of an institutional policy.

4. Reflect on how to transfer knowledge to civic responsibility (or actually DO IT!).

5. Actively prepare for and participate in discussion.

Assessment

1. Texts must reflect diversity.

2. Assignments: Must address Goals 1-5 through a variety of assignments: written assignment, group work, project, field experiment, organized debate, presentations.

3. Discussion –Exchange of ideas (tell us what you will do-submit ideas) Course application must demonstrate how students will engage in discussion and how will you prepare them.

4. Significant percent of course evaluated for active learning assignments

APPENDIX D

PROPOSAL FOR COURSE IN Perspectives, Area 2:
Philosophical and Religious Perspectives

_____ New course _____ Existing Course

Title: _____ Department & Course #: _____

Below are learning goals for this course; essential course components are linked to these goals. Under each component, please explain how your course will include these course components, and attach a syllabus and sample paper topics/exams/assignments which demonstrate these components. **Please place "Philosophical and Religious Perspectives" description and goals on your syllabus, as part of your course description.**

Description: This core area, *Philosophical and Religious Perspectives*, engages students in the critical exploration and appreciation of these perspectives through the lens of various philosophical and religious frameworks. In these courses students will not only uncover and further develop their own evolving value system but will also partake in thoughtful appreciation and analysis of others. Further, the courses in this area will encourage reflection on the social, political, and cultural implications of the course material studied and will do so within the framework of personal and civic responsibility.

Student Learning Goals

1. Students will be able to explore and articulate multiple frameworks of meaning and value.
2. Students will understand that philosophical and/or religious frameworks are historical phenomena.
3. Students will explore connections between personal and societal values and practices.
4. Students will develop respect for diverse religious and/or philosophical systems.

Essential Course Components (Activities)

1. Students will articulate and defend their own evolving philosophical and/or religious framework.

2. Students will represent at least one other philosophical and/or religious framework fairly and with appreciation of its nuances.

3. Students will critically evaluate the implications of societal norms, policies, and practices.

4. Students will reflect on how to transfer knowledge to civic responsibility.

5. Students will critically evaluate notions of diversity such as tolerance, pluralism, nihilism, and relativism.

6. Students will actively prepare for and participate in discussion.

Assessment – How will you make student work available to an assessment committee?

APPENDIX E

THE NEW CORE AT A GLANCE

TIER 1: A series of common courses, meant to provide essential skills and competencies *in an intentional sequence* in the students' first two years.

Freshman year, Semester 1	CORE 101: Writing About Contemporary Issues Learning community (2-course cluster)
Freshman year, Semester 2	DEPT199: Research-based Writing May be team-taught

Sophomore year, Semester 1	DEPT xxx: Quantitative and Scientific Literacy
Sophomore year, Semester 2	DEPT xxx: Cultural Contrasts

TIER 2: (30 credits; 10 courses) **Select courses intended to introduce students to a variety of ways of knowing that will inform their intellectual and personal growth by promoting academic engagement, intellectual flexibility, and understanding of values and diversity. These courses are taken at any time during the students' time at SJFC.**

- Perspectives on the Arts: **two courses**.
- Religious and Philosophical Perspectives: **two courses**.
- Sociocultural Perspectives: **two courses.**
- Perspectives on the Natural and Technical World: **two courses.**
- Languages and Intercultural Perspectives: **two courses.**

CORE ADVISING WORKSHEET DRAFT

NAME: _____ MAJOR: _____ B.S. or B.A.

If B.A., minor: _____ If B.A., foreign language requirement met: _____ (Area 5 below)

Foundations Tier – Common Courses (normally 15 credits – two-course learning community and three subsequent courses) *Courses taken in freshman and sophomore years*			**Perspectives Tier - Breadth Component** (normally 30 credits, two courses from each of the five areas) *Courses can be taken at any time*		
Learning Community	Learning community; fall semester, freshman year (2 linked courses)	1. 2.	**PERSPECTIVES, AREA 1 (P1)**	Perspectives on the Arts	1. 2.
DEPT 199: Research-based Writing	Required spring semester, freshman year, taken in any department (exception POSC)	1.	**PERSPECTIVES, AREA 2 (P2)**	Religious and Philosophical Perspectives	1. 2.
Scientific and Quantitative Literacy (SQ)	Preferably sophomore year	1.	**PERSPECTIVES, AREA 3 (P3)**	Sociocultural Perspectives	1. 2.
Cultural Contrasts (CC)	Preferably sophomore year	1.	**PERSPECTIVES, AREA 4 (P4)**	Explorations of the Natural and Technical World	1. 2.
			PERSPECTIVES, AREA 5 (P5) 2 sequential language courses required for BA; BS may take any P5 course, including language.	Intercultural Perspectives and Languages	1. 2.
* Courses are required to carry a minimum of three credits. This does not preclude 4 credit offerings.					

CORE ADVISING WORKSHEET DRAFT

Appendix G. The St. John Fisher College Core Curriculum

The undergraduate academic program is intended to help students develop intellectual skills, a foundation in the liberal arts, and proficiency in a major as part of their preparation for leading lives of intellectual, professional, and civic integrity. The core curriculum establishes the centrality of the liberal arts in this academic experience by first creating a common foundation of intellectual and practical skills that are introduced in the students' first two years of study. In keeping with the college's heritage and the motto of the founding Basilian fathers, the core experience encourages students to explore and to develop their sense of individual and social responsibility, to seek knowledge, and to experience different ways of knowing about human culture and the natural world. Intellectual and practical skills and values are introduced during this foundational component of the core. They are further developed as students round out their core experience through broadening experiences exploring expression, values and heritage, cultural and societal perspectives, the natural and technical world, and languages and intercultural perspectives. The core experience complements all other academic experiences of students by helping them to develop the skills and perspectives that are enhanced and applied through study within the major.

One goal of the core curriculum is to help students to develop the intellectual and practical skills that will enhance the pleasure and the learning they derive from their academic experiences at Fisher and beyond college. Developing expertise in these intellectual and practical skills is a lifelong pursuit of the liberally-educated individual. The core curriculum is intended to support this pursuit by creating a learning environment in which students develop their abilities to:

- Effectively communicate in different modes of expression: written, oral, multimedia. For BA students, this includes functioning on a basic communicative level in another language.
- Apply analytical skills and reasoning to consider evidence and decide on a course of action, as well as to reflect and evaluate the outcomes from that course of action.
- Function in an information society, including the ability to locate, select, evaluate, and integrate information.
- Recognize and respect that there are different ways of knowing as traditionally represented by the disciplines and that the nature of knowledge is to grow and change over time.
- Recognize the values implicit in opinions and judgments and that values influence and are reflected by judgments.
- Identify and analyze the existence and impact of diversity and difference in its many forms (race, gender, ability, beliefs, etc.)
- Work effectively and collaboratively in groups
- Actively construct knowledge from the world around them, and understand that this information can take many forms including visual, verbal, aural, and interactive.
- Set learning goals and evaluate their achievement of those goals.

Engaging in intellectual inquiry helps students to prepare themselves for living lives of integrity but this needs to be augmented by the practice of critical self-awareness. A second goal of the core curriculum is to address issues of the self and society in order to be able to:

- Examine and articulate one's evolving ethical, philosophical and religious values
- Understand one's own values in the context of multiple ethical, philosophical and/or religious traditions
- Recognize the potential and responsibility of the individual in society

Finally, a liberally educated individual should be informed by knowledge and ways of knowing. A third goal of the core curriculum is to provide students an opportunity to explore perspectives on human culture and the natural and technical world so that they can:

- Engage the Western intellectual tradition in the context of different world views, both domestic and global.
- Recognize and draw inferences about connections among individuals, groups and societies in or across different times and places.
- Analyze social and cultural issues from the perspective of one or more theoretical frameworks.
- Apply appropriate scientific and mathematical reasoning to model and learn about the world.
- Explain and give examples of the unifying principles of the natural and technical world.
- Analyze scientific and quantitative information from the perspective of one or more credible theoretical frameworks.
- Discern the relationships among design, form, and meaning.
- Analyze a mode of expression (written, visual, or multimedia) within the social context of the time and place of its production or reception.
- Perceive, appraise, and evaluate connections among different modes of expression and representations of human experience.

CORE COURSE DESCRIPTIONS

CORE 101 – Writing About Contemporary Issues

The Learning Community is the first component of SJFC's required core. In the LC, faculty from two different academic disciplines teach linked courses sharing a common theme; therefore, LCs give students the opportunity to learn about a topic from at least two perspectives. Students will explore topics of social importance both in discussion with other students and teachers and in writing. The LCs target writing, discussion, research, and group work skills as the first step in improving students' ability to succeed in college.

Student Learning Goals

1. Students will increase their self-awareness via engagement in an important social issue(s) and reflection on where they place themselves regarding that issue.
2. Students will approach this issue from multiple points of view.
3. Students will develop awareness of human differences and diversity, testing their ideas against others' ideas and arguments.
4. Students will be able to mount a convincing argument about a social issue, demonstrating their ability to write and think critically.
5. Students will increase their information technology and information literacy skills.
6. Students will learn to work effectively in collaboration with others, developing positive relationships with peers.

Essential Course Components (Activities)

For Students:

1. In each cluster, students will complete:
    a. a graded group project or assignment
    b. an assignment promoting the understanding of a topic from more than one perspective
    c. an assignment requiring students to develop a position relative to the positions of one or two experts
    d. an assignment in which students develop an argument incorporating materials from two sources, one accessed through an internet search engine such as Google, and one accessed through library databases or print resources.

    Note: These assignments may be combined.
2. Students must demonstrate the ability to quote accurately/summarize/paraphrase a source; there must be in-class emphasis on thesis, evidence, argumentation, citation of sources.
3. Students must submit a portfolio incorporating materials from both courses in the LC.
    a. At least one paper in the portfolio must be a new revision of a previous draft.
    b. A reflective memo must be included, in which students reflect on how their thinking on an issue has been influenced by the cluster.
    c. A self-evaluation of the group project must be included.

For instructors:

4. The cluster must introduce students to active learning pedagogies, and evaluation of their class participation must be a component of the course grade.
5. There must be a scheduled library session –including library orientation, introduction to basic terms, and evaluation of electronic resources – connected to a specific assignment from the cluster.

6. The cluster must reinforce IT knowledge by using Blackboard (or other appropriate Web presence) as a communication tool.

Assessment:

1. Before the fall semester begins, all faculty will submit to a 101 core committee a cluster syllabus that clearly identifies assignments related to LC goals.
2. Faculty within each LC will set up portfolio guidelines in each LC so that assignments that students are required to include in the portfolio will reflect their achievement in Goals 1 through 5. A self-evaluation form for group work will also be included as a portfolio requirement.
3. The core committee will select random portfolios from LCs and assess portfolios according to rubrics set up for the course goals. (Goal 6 will be assessed by the student self-evaluation of group work.) Learning goal assessment will be staggered for a more focused approach to two or three goals per year.
4. Finally, LC faculty will submit with the student portfolios their own document, including a self-assessment and copies of specific assignments which met the course goals.
5. We suggest that a separate student evaluation sheet be created for the core courses in lieu of current student evaluation forms, on which students can rate how a course met the required learning goals.

DEPT 199: Research-based Writing

"Research-based Writing" can be taught under the number 199 in any department, and students may take any 199 course, regardless of major. In this course, students will learn the basics of writing an academic research paper. Emphasis will be on including more than one perspective on an issue, elements of persuasive argumentation, proper use and documentation of sources, and revision. Students will also learn how to make an effective oral presentation of their research.

Student Learning Goals

1. Students will be able to locate, select, analyze, evaluate, and integrate information and materials relevant to an issue and the questions it raises.
2. Students will be able to identify multiple perspectives on an text/issue and articulate those perspectives.
3. Through critical revision, students will learn to assert a position and support it using the tools of research in a well-developed, well-reasoned written document.
4. Students will be able to effectively present and defend some aspect of their research, using oral communication skills.

Essential Course Components (Activities)

1. Most assignments in the course should be aimed at helping students identify and articulate multiple perspectives on an issue.
2. The instructor should provide models of multiple perspectives on course topics.
3. The major assignment for the course will be a substantial (10-15 page) research paper, and the course should teach:
   a) incremental steps of research, such as the research proposal, the identification of appropriate sources (print and database), summary, critical review, and annotated bibliography, research journal and
   b) a writing process which requires the student to revise the paper after the instructor has evaluated a complete draft.
4. The instructor must include instruction on research methods in the classroom, including discussion of the ways in which research can be best used and ways in which it can be misused in his/her respective field.
5. A library session must be scheduled to introduce students to discipline-specific resources which students will utilize in the course, and to provide students with ways of evaluating sources, including the internet.
6. The course must include instruction in and time for oral presentation of students' research.

Assessment

1. A core committee will collect random portfolios from 199 courses; in the portfolio will be a rough draft and final version of the research paper, including a reflective writer's memo outlining the student's research process and the student's self-assessment of his/her ability to look at issues from multiple perspectives.
   The core committee will assess portfolios according to rubrics set up for the course goals. Learning goal assessment will be staggered for a more focused approach to two or three goals per year. Portfolios from LCs can be used as a baseline of student skills targeted in DEPT 199.
2. Oral presentations will be assessed by random collection of Power Point presentations (or other student documents from the presentation) and the instructor's rating form.
3. The library staff will also assess portfolios for information literacy achievement.

Note on faculty development: In the spring semester BEFORE a faculty member wishes to teach 199, he/she must be trained by those who have previously taught 199. Elements include: a syllabus which includes the incremental steps of research, collaboration with librarians on the research assignment,

revising vs. editing, and ways in which faculty can help students gain familiarity with a topic before the research process begins.

SCIENTIFIC AND QUANTITATIVE LITERACY (SQ)

The goal of this core area is to investigate the question: In what ways can quantitative and scientific thinking help me make more informed decisions? Students will explore this question through a scientific and quantitative approach, and the results will be communicated using scientific writing, which is characterized by objectivity and the precise use of language. The scientific approach to learning about the world explored in this core area centers on the idea of asking questions and encompasses the notions that ideas must be testable and falsifiable, conclusions must be based on observations and be objective, and theories must be predictive rather than simply descriptive. This scientific approach to exploring the world is supported by quantitative methods for describing the world. These quantitative methods include the representation of data, the use of numbers and scale, the understanding of perspectives and bias in data, the notion of uncertainty in data, and the knowledge of methods and tools for the analysis of data. Courses in this core area are not about specific scientific facts and mathematical methods, but rather explore the nature of science and mathematics and their role in helping us understand the world. Students completing a major in mathematics or the sciences should ask their advisor for alternate ways of meeting this core requirement.

Student Learning Goals

1. Students will identify components of the scientific method.
2. Students will formulate questions/hypotheses and design quantitative approaches that could provide answers to their questions.
3. Students will evaluate scientific conclusions and interpretations.
4. Students will demonstrate precise, objective communication skills for reporting and interpreting scientific information.

CULTURAL CONTRASTS (CC)

Students will explore cultural differences in a way that promotes self-reflection in order to develop tools for becoming engaged citizens in a multi-cultural world. The demands of today's work environment require communication, cooperation and collaboration between individuals of diverse backgrounds. Respect and understanding of others are prerequisites for successful advancement in our ever-evolving world. Diversity is not the breadth of options, but the depth of interconnections.

Student Learning Goals

1. Students will discover values, beliefs and judgments outside their cultural sphere
2. Students will recognize features of cultural variation (e.g. gender, religion, language, race, etc.)
3. Students will discuss critically their own culture-based values, beliefs and judgments in order to frame them in a comparative context
4. Students will identify how human cultures develop, adapt and transform

P1: PERSPECTIVES IN THE ARTS

In *Perspective on the Arts* students will learn some of the tools necessary for fully appreciating the depth and scope of creative expression found in the literary and visual arts. Works of art will be studied in terms of their cultural and historical provenance, in terms of their formal compositions, and in terms of other theoretical and critical perspectives. Students will gain skills

that will allow them to describe and interpret works of art. Various courses will ask students to demonstrate their knowledge through written arguments and through the creation of original works of art.

Student Learning Goals

Through study of works of art (visual, literary, etc.), students will

1. have at their disposal ways of identifying the cultural assumptions implicit in artistic representations.
2. discern how design or form influences meaning
3. be able to analyze a work from a variety of perspectives (e.g., creative, cultural, critical, aesthetic)
4. construct an argument using evidence to draw conclusions and support a thesis and/or produce a creative project

P2: PHILOSOPHICAL AND RELIGIOUS PERSPECTIVES

This core area, *Philosophical and Religious Perspectives*, engages students in the critical exploration and appreciation of these perspectives through the lens of various philosophical and religious frameworks. In these courses students will not only uncover and further develop their own evolving value system but will also partake in thoughtful appreciation and analysis of others. Further, the courses in this area will encourage reflection on the social, political, and cultural implications of the course material studied and will do so within the framework of personal and civic responsibility.

Student Learning Goals

1. Students will be able to explore and articulate multiple frameworks of meaning and value.
2. Students will understand that philosophical and/or religious frameworks are historical phenomena.
3. Students will explore connections between personal and societal values and practices.
4. Students will develop respect for diverse religious and/or philosophical systems.

P3: SOCIOCULTURAL PERSPECTIVES

Sociocultural Perspectives provides students with the opportunity to learn some of the approaches frequently used in social science toward understanding the broad scope of human behavior (for example, individual, societal, cultural, economic, political). Some courses may look at individual human behaviors, some may look at enduring sociocultural structures and systems, some may trace patterns of sociocultural change, and some may take a cross-cultural perspective. What all the courses share, however, is an interest in understanding, explaining, and interpreting patterns of human behavior based on the accepted methodologies of the social sciences.

Student Learning Goals

1. Students will be able to identify and describe important paradigms, methods, and/or theoretical perspectives relevant for the study of individual and/or social behavior.
2. Students will be able to comprehend the role of social science methodologies in arriving at conclusions about individual and/or social behavior.
3. Students will be able to utilize the information and materials from Goals 1 and 2 (above) for critical analysis and interpretation of individual and/or social behavior.

P4: EXPLORATIONS OF THE NATURAL AND TECHNICAL

These courses are intended to explore specific scientific, mathematical, and technical topics and relate them to historical and contemporary developments. Such topics may be general principles

underlying science and mathematics or may be specific areas of interest. These courses will illustrate how mathematics and the sciences are constantly changing as a result of their interactions with each other and their applications, which are usually interdisciplinary in nature.

Student Learning Goals

1. Students will recognize and apply the scientific method and/or mathematical methods to the study of particular topics.
2. Students will identify how scientific, mathematical and technological disciplines impact one another.
3. Students will illustrate the impact of scientific discovery, mathematical knowledge and technological advances on society.

P5: INTERCULTURAL PERSPECTIVES AND LANGUAGES

To be prepared to function in a multicultural society as a globally educated citizen, students must explore intercultural perspectives. This involves engagement with other persons from other cultures and their own perspectives on the world. Foreign Study would be an example of personal engagement outside one's own comfort zone. Struggling to express oneself in another language is another; it develops empathy for members of non-dominant cultures and language groups. Analyzing questions of gender or ethnic/racial identity are further avenues for excavating the cultural construction of difference; still another such avenue is the cultural encounter with a past civilization, which includes acquiring an ability to understand ancient languages.

Student Learning Goals

All students will be able to

1. discern appropriate behaviors, attitudes and beliefs to operate and interact respectfully within another culture
2. draw linguistic and/or cultural comparisons and contrasts between one's own and another's culture
3. understand that there are cultural assumptions implicit in all aspects of communication -- linguistic and behavioral.
4. BA degree students will be able to function on a basic communicative level in another language