



# Integrating and Assessing the Curriculum and the Co-curriculum

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## **Background**

Founded in 1824, Cazenovia College is the twenty-eighth oldest independent college in the nation, rich in history, dedicated to student success and committed to developing leaders and caring citizens. Cazenovia College is a small, residential, co-educational, baccalaureate college, devoted to developing educated, involved, and productive citizens through a range of professionally-oriented programs. Our curricula combine a thorough grounding in the liberal arts with experiential and co-curricular opportunities. We embrace learning as its primary focus and are committed to creating an environment that encourages intellectual, social and ethical growth, preparing students to become leaders in the global community.

We believe that learning should not be confined to a classroom, so students find opportunities to enrich their college experiences through many leadership programs. Examples include Division III athletics, internships, student government, community service, field trips, extra curricular activities, study-abroad programs, intramural sports, distinguished guest speakers and other out-of-classroom activities.

Our faculty maintains a commitment to teaching and learning. As teachers, scholars, advisors and mentors, they actively engage students in learning, both in academic coursework and in co-curricular activities. Our student development programs support the College's academic goals, emphasizing co-curricular and extra-curricular programs that encourage student engagement in leadership roles and service activities. As evidenced by our poster presentation, the faculty and student development staff members work closely with one another to advance the mission of the college.

Today, Cazenovia College houses approximately 775 students in five residence halls, and offers baccalaureate programs grounded in a liberal arts curriculum. There are a wide range of Continuing Education programs for non-traditional students, and many co-curricular and extra-curricular activities that provide social and entertainment opportunities for all students.

## **Presenters**

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## Academic Writing I & II Assessment Rubric

Portfolios must earn a “Yes” in all categories. A “Yes” response indicates that the portfolio is at least *minimally* competent in the category.

### Categories of Assessment

- **Portfolio Contents:** Portfolio contains required elements (reflection, research-based argument, essay of student’s choosing, timed writing).
- **Main Point:** Essays present coherent thesis statements.
- **Paragraph Development:** Body paragraphs present a single main point in support of the thesis, usually expressed in a topic sentence. Topic sentences are developed with relevant evidence.
- **Organization:** Essays offer a sequence of paragraphs that introduces the topic, presents the thesis, and develops it logically. Essays that make an argument acknowledge and account for viewpoints that run counter to the author’s position.
- **Voice:** Style is appropriate to assignment and to audience.
- **Technical Control:** Essays reflect the writer’s attention to detail and concern for the reader’s expectations; there are few errors in spelling, punctuation, mechanics, grammar or usage. Portfolios will fail if technical control seriously impedes the reader’s ability to understand the writer’s points.
- **Documentation:** Essays avoid questions of originality and plagiarism through the use of a recognized documentation system (APA or MLA). Even the appearance of plagiarism may cause the portfolio to fail; and further steps, in accordance with College policy on Academic Honesty, may be taken.



## Examples of General Education Program assessment strategies

### **Multi-competency assessment strategies:**

- Annual alumni survey
- Course-embedded measures within gateway courses
- External review materials (e.g. library consultant reports, Education accreditation report, AAC&U General Education Institute recommendations)
- Internship documents (e.g. all-college supervisor evaluation forms)
- On-line survey of faculty assessment practices
- Senior Capstone projects and materials
- Statistics derived from Co-curricular transcripts

### **Competency assessment strategies:**

- Computer competency exam administered to new incoming students. A computer workshop will be available to students who fail the competency during First Week. (scientific and computer literacy)
- Debate performance (spoken communication)
- Embedded activities within **gateway courses** such as use of the library collection, inclusion of primary texts, use of current periodicals, field trips, and multi-media internet sources (cultural literacy)
- Library Knowledge Surveys administered in First Year Seminars and Research Methods courses (critical thinking, problem solving, and information literacy)
- Master student performance in First Year Seminars (leadership)
- Participation in and/or attendance at annual Multi-cultural Fair (social diversity)
- Placement tests administered to entering students (quantitative skills)
- Portfolios (written communication)
- Student development statistics (e.g. percentage that abide by roommate contracts) that document students practice and appreciate civility, and exhibit high standards of ethical conduct (ethics)



## **Assessing the Written Communication Competency: Portfolios in Academic Writing I & II**

### **Why Portfolios?**

**Portfolios provide the most comprehensive view of students' writing abilities. They allow monitoring of students' individual progress while collecting a large sample of student writing for broader college assessment purposes. Because students submit their final portfolios on CD ROM, the format provides an easily accessible, permanent body of data.**

Students enrolled in EN 101 and EN 201 are evaluated at the end of the semester by three members of the writing program: their own instructor, plus two additional instructors. The rubric (see handout) used to evaluate students' final portfolios reflects the Written Communication competency objectives. Consequently, the results of the end-of-semester portfolio evaluations are useful to assess this aspect of Cazenovia College's General Education program.

### **Final Portfolios in EN 101 and EN 201 include the following items:**

**Research-based argument**— Students research a topic, formulate an argument about the topic, and produce a lengthy essay in which they use secondary research to support their claims.

**One piece of in-class, timed writing**— Students produce an in-class essay. In-class essays must contain a thesis and must develop that thesis with relevant evidence. Further, writers must integrate information from one secondary source into in-class essays. Bibliographic information is also required.

**One self-selected piece of writing**— Students self-select one piece of writing to include in his/her portfolio. The essay that s/he chooses should be an essay that s/he completed for the writing course in which she is enrolled.

**Reflective Essay**— Students take their own writing as an object of inquiry. Students make claims about their own writing (both the product and process) and support those claims with evidence.

## Assessing General Education competencies using an external assessment measure

**The Academic Profile measures college-level reading, critical thinking, writing, and mathematics in the context of material from the humanities, social sciences, and natural sciences.**

The Academic Profile is a test of general academic knowledge and skills. It is intended for use by colleges and universities in assessing the outcomes of their general education programs to improve the quality of instruction and learning. The test focuses on the academic skills developed through general education courses rather than on the knowledge acquired about the subjects taught in these courses. It does this by testing college-level reading, and critical thinking in the context of the humanities, social sciences, and natural sciences. Mathematics and writing skills are tested independently of context areas.

(<http://www.ets.org/hea/acpro/index.html>)

Cazenovia College employs the Academic Profile Abbreviated Form as a pre- and post-test of student learning in our General Education Program.

**Academic Profile**



## General Education Competency Definitions and Learning Outcomes Statements

11/16/2004

<b>Competency: Written Communication</b>	
<b>Definition:</b> To produce writing that is appropriate to audience, context, and purpose.	
<b>Key Learning Outcome: What Should Students Be Able to Do AFTER Completing the General Education Program?</b>	
<b>1</b>	Produce writing that conforms to the grammar and usage conventions demanded by a specific audience, context, and purpose
<b>2</b>	Identify and use organizational strategies that are appropriate for different writing tasks

<b>Competency: Spoken and Interpersonal Communication</b>	
<b>Definition:</b> To communicate effectively through conversation and oral presentation in both informative and persuasive contexts.	
<b>Key Learning Outcome: What Should Students Be Able to Do AFTER Completing the General Education Program?</b>	
<b>1</b>	Demonstrate appropriate oral presentation skills.
<b>2</b>	Demonstrate appropriate communication skills in one-on-one and small group settings.
<b>3</b>	Demonstrate the ability to listen actively, constructively challenge speakers' information, and advocate appropriately for ideas and goals.

<b>Competency: Leadership</b>	
<b>Definition:</b> To develop the ability to empower and inspire others.	
<b>Key Learning Outcome: What Should Students Be Able to Do AFTER Completing the General Education Program?</b>	
<b>1</b>	Utilize knowledge gained in coursework to take actions that empower others
<b>2</b>	Demonstrate leadership by setting academic, personal and social goals
<b>3</b>	Interact successfully with all constituencies within the college and broader community

<b>Competency: Visual Literacy</b>	
<b>Definition:</b> students are able to analyze <u>all</u> two and three dimensional applications in order to interpret and understand the underlying principles of visual communications in the historic and contemporary world.	
<b>Key Learning Outcome: What Should Students Be Able to Do AFTER Completing the General Education Program?</b>	
<b>1</b>	Identify, analyze and interpret images and objects through an understanding of the fundamental principles and applications of the visual language.

## General Education Competency Definitions and Learning Outcomes Statements

<b>Competency: Cultural Literacy</b>	
<b>Definition:</b> To develop the skills and cultural knowledge base necessary for effective membership in the larger community; to read and comprehend artifacts and texts in their historical and cultural contexts.	
<b>Key Learning Outcome: What Should Students Be Able to Do AFTER Completing the General Education Program?</b>	
<b>1</b>	Read and comprehend artifacts and texts in their historical and cultural contexts.
<b>2</b>	Make appropriate connections between culture and history.
<b>3</b>	Increase their understanding of how they are shaped and influenced by the connections between culture and history.

<b>Competency: Scientific and Technical Literacy</b>	
<b>Definition:</b> To understand the methods of scientific inquiry used in the natural and/or social sciences and how science and technology affects our lives and our culture.	
<b>Key Learning Outcome: What Should Students Be Able to Do AFTER Completing the General Education Program?</b>	
<b>1</b>	Understand the methods of scientific inquiry used in the natural and/or social sciences
<b>2</b>	Understand how science and technology affects our lives and culture

<b>Competency: Computer Literacy</b>	
<b>Definition:</b> To demonstrate competency in computer technology	
<b>Key Learning Outcome: What Should Students Be Able to Do AFTER Completing the General Education Program?</b>	
<b>1</b>	Demonstrate essential skills in the use of computer hardware and software
<b>2</b>	Effectively use essential Cazenovia College computer resources

<b>Competency: Ethics</b>	
<b>Definition:</b> To understand the principles underlying ethical conduct and apply them in making life choices and workplace decisions.	
<b>Key Learning Outcome: What Should Students Be Able to Do AFTER Completing the General Education Program?</b>	
<b>1</b>	Identify personal values and compare them to the value systems of others.
<b>2</b>	Identify and analyze general ethical issues, and describe and apply models of ethical decision making (traditional and contemporary ethical theories and concepts) to various ethical scenarios.
<b>3</b>	Identify and analyze ethical issues in professional life, using regulations and codes of ethics that are appropriate to the professional field.
<b>4</b>	Practice and uphold standards of academic integrity and intellectual honesty
<b>5</b>	Practice and appreciate civility, and exhibit high standards of ethical conduct
<b>6</b>	Make thoughtful choices in personal lifestyle and evaluate the consequences of those choices.
<b>7</b>	Participate in democratic processes and recognize the responsibilities of citizens in a democratic society.

## General Education Competency Definitions and Learning Outcomes Statements

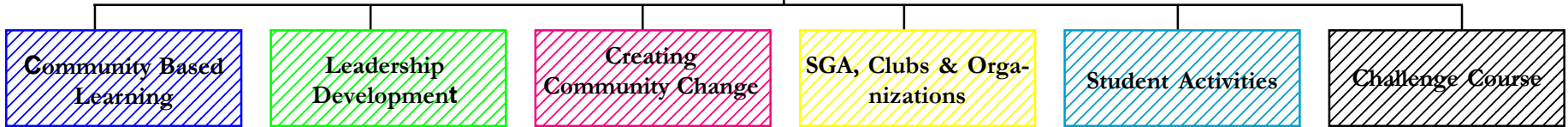
<b>Competency: Diversity and Social Consciousness</b>	
<b>Definition:</b> To demonstrate an awareness of the diversity that exists among all human groups and develop the necessary skills to understand diverse cultures and traditions.	
<b>Key Learning Outcome: What Should Students Be Able to Do AFTER Completing the General Education Program?</b>	
<b>1</b>	Demonstrate an awareness of current issues and challenges in American society and the world, including issues of inequality and multiculturalism.
<b>2</b>	Utilize necessary knowledge and skills to comprehend social diversity.

<b>Competency: Quantitative Skills</b>	
<b>Definition:</b> To demonstrate proficiency in the use of mathematical or statistical reasoning.	
<b>Key Learning Outcome: What Should Students Be Able to Do AFTER Completing the General Education Program?</b>	
<b>1</b>	Use mathematics and/or statistics to formulate and solve real world problems.

<b>Competency: Critical Thinking, Problem Solving, and Information Literacy</b>	
<b>Definition:</b> To observe and describe the nature of a given situation; to access and evaluate sources of information, draw accurate inferences from this information, and make proper use of this information for a specific purpose.	
<b>Key Learning Outcome: What Should Students Be Able to Do AFTER Completing the General Education Program?</b>	
<b>1</b>	Identify issues and questions relevant to a given situation
<b>2</b>	Locate, evaluate and synthesize relevant information from a variety of sources.
<b>3</b>	Analyze and make logical inferences about a situation through the application of appropriate ideas
<b>4</b>	Develop well-reasoned arguments in support of positions.



## Co-Curricular & Leadership Programs



◆Community Based Learning allows students to learn and develop through active participation in thoughtfully organized community based learning experiences that meet actual community needs and are integrated into the students' academic curriculum.

◆Leadership Development programs are designed to offer a knowledge base in leadership skills. Through formal training and experiential opportunities, students have the opportunity to explore various leadership styles that allow them to begin to define their own leadership type and characteristics.

◆Alternative Breaks and Volunteer Projects allow students to experience heightened social awareness and life long social action. Students learn about the problems faced by members of communities with whom they otherwise may have had little or no direct contact.

◆Student Government Association (SGA) and clubs allow students to join or form organizations that promote their common interest, as well as participate in the college governance structure to foster and support student opportunities for learning, leadership, community building & creative expression beyond the classroom.

◆Activities are initiated and implemented through the Campus Activities Board (CAB), designed to complement the educational program and aims of the institution, as well as address student needs and interests.

◆The Challenge Course takes place in an outdoor setting. The course has four areas: group games, trust activities, initiatives and low elements. Each challenge is different and requires different skills, allowing students to reveal many undiscovered abilities.

*Striving to create an environment where all students have the opportunity to participate in events and activities that enhance their classroom experiences and allow them to accumulate knowledge, skills and values in settings beyond the classroom.*

**Behavioral Traits:**  
Promotes the principles on which the institution was founded.

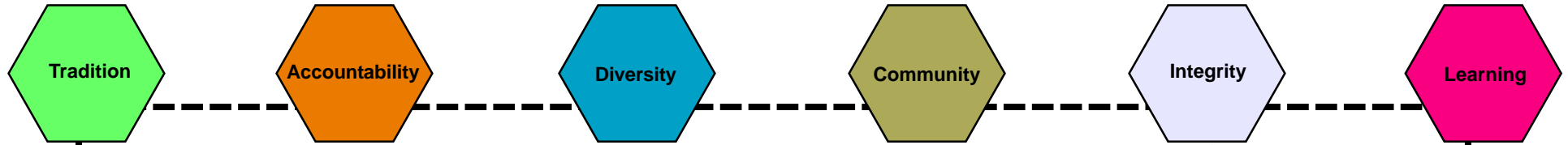
**Behavioral Traits:**  
Ability to weigh options, come to a conclusion and be accountable for that decision.

**Behavioral Traits:**  
Understands, respects and appreciates religion/ race/ ethnicity, and global concerns.

**Behavioral Traits:**  
Understands, respects and appreciates social awareness, civic responsibility and volunteerism.

**Behavioral Traits:**  
Evidence of commitment to ethical/principles behavior such as honesty, trust, reliability.

**Behavioral Traits:**  
Involved in continuous learning, both in the classroom and outside the classroom.



# Core values

## Co-Curricular & Leadership Programs

- ♦Community Based Learning
- ♦SGA & Student Organizations
- ♦Leadership Development
- ♦Student Activities
- ♦Creating Community Change
- ♦Challenge Course

**Definition:** To produce writing that is appropriate to audience, context, and purpose.

**Definition:** Evidence of good habits and practices in emotional wellness, leisure activities and physical fitness.

**Definition:** To communicate effectively through conversation and oral presentation in both informative and persuasive contexts.

**Definition:** To understand and practice moral/personal values, self-confidence, and initiative.

**Definition:** To develop ability to empower and inspire others.

**Definition:** To demonstrate an awareness of the diversity that exists among all human groups and develop the necessary skills to understand diverse cultures and traditions.

# Core Competencies

*\*unique to Leadership Program*

**Definition:** Ability to analyze all two, three and four dimensional applications in order to interpret and understand the underlying principles of visual communications in the historic and contemporary world.

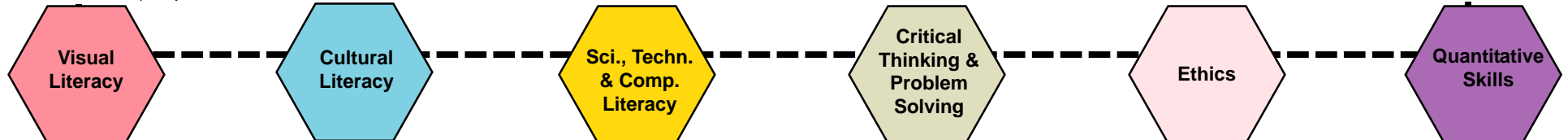
**Definition:** To develop the skills and cultural knowledge base necessary for effective membership in the larger community.

**Definition:** To understand the methods of scientific inquiry used in the natural and/or social sciences and how computer technology affects our lives and our culture.

**Definition:** To observe and describe the nature of a given situation; to access and evaluate sources of information, draw accurate inferences from this information, and make proper use of this information.

**Definition:** To understand the principles underlying ethical conduct and apply them in making life choices.

**Definition:** To demonstrate proficiency in the use of quantitative reasoning skills (algebra, geometry, data analysis).



**Written Communication**

**Spoken/ Interpersonal Comm.**

**Leadership**

**Visual Literacy**

**Definition:** To produce writing that is appropriate to audience, context, and purpose.

**Definition:** To communicate effectively through conversation and oral presentation in both informative and persuasive contexts.

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**Definition:** Evidence of commitment to ethical/principles behavior such as honesty, trust, reliability.

**Definition:** To understand and practice moral/personal values, self-confidence, and initiative.

**Definition:** To understand the principles underlying ethical conduct and apply them in making life choices.

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**Health & Wellness\***

**Personal Identity\***

**Diversity and Social Consciousness**

**Quantitative Skills**

**Definition:** Evidence of good habits and practices in emotional wellness, leisure activities and physical fitness.

**Definition:** To understand and practice moral/personal values, self-confidence, and initiative.

**Definition:** To demonstrate an awareness of the diversity that exists among all human groups and develop the necessary skills to understand diverse cultures and traditions.

**Definition:** To demonstrate proficiency in the use of quantitative reasoning skills (algebra, geometry, data analysis).



## *Core Competency Definition*

To develop the ability  
to empower and inspire  
others

*Students should be able to:*

- ◆ Challenge and reflect on knowledge gained
- ◆ Utilize knowledge gained in taking actions that empower others
- ◆ Demonstrate leadership by setting academic, personal and social goals
- ◆ Successfully interact with all constituencies within the college and broader community

*Academic Learning  
Outcomes*

*Students should be able to  
demonstrate skill/experience  
in:*

- ◆ Initiative
- ◆ Time Management
- ◆ Creativity
- ◆ Stress Management
- ◆ Decision Making
- ◆ Setting/Achieving Goals

*Co-Curricular Skill  
Assessment*

# Leadership



## *Core Competency Definition*

To produce writing  
that is appropriate to  
audience, context and  
purpose

*Students should be able to:*

- ◆ Produce writing that conforms to the grammar and usage conventions demanded by a specific audience, context, and purpose
- ◆ Identify and use organizational conventions that are appropriate for different communicative situations

*Academic Learning  
Outcomes*

*Students should be able to  
demonstrate skill /experience  
in:*

- ◆ **Writing Skills** (reports, proposals)
- ◆ **Language Fluency**

*Co-Curricular Skill  
Assessment*

# Written Communication



## *Core Competency Definition*

To understand  
the principles underlying  
ethical conduct and apply  
them in making life choices  
and workplace decisions

*Students should be able to:*

- ◆ Identify personal values and compare them to the value systems of others
- ◆ Practice and uphold standards of academic integrity and intellectual honesty
- ◆ Develop a rational argument for an ethical position on an issue, describe the implications of that position, and engage in open minded and respectful discussion

*Academic Learning  
Outcomes*

*Students should be able to  
demonstrate skill/experience  
in:*

- ◆ Moral/Personal Values
- ◆ Decision Making
- ◆ Self-Confidence
- ◆ Ethical Conduct
- ◆ Rational Argument

*Co-Curricular Skill  
Assessment*

# Ethics



## Sample Co-Curricular Transcript Report – Skill Assessment

Student # 1

<p><b>Personal Identity</b></p> <p><input type="checkbox"/> Initiative</p> <p><input type="checkbox"/> Decision Making</p> <p><input checked="" type="checkbox"/> Role Modeling</p>	<p><b>Cultural Literacy</b></p> <p><input type="checkbox"/> Music</p> <p><input type="checkbox"/> Art</p> <p><input type="checkbox"/> Drama</p> <p><input type="checkbox"/> Literature</p> <p><input type="checkbox"/> Dance</p>	<p><b>Health and Wellness</b></p> <p><input checked="" type="checkbox"/> Emotional Wellness</p> <p><input type="checkbox"/> Recreation/Leisure Activities</p> <p><input type="checkbox"/> Physical Fitness</p>	<p><b>Written Communication</b></p> <p><input checked="" type="checkbox"/> Writing Skills</p> <p><input type="checkbox"/> Language Fluency</p>	<p><b>Visual Literacy</b></p> <p><input type="checkbox"/> Film/Photography</p> <p><input type="checkbox"/> Crafts</p> <p><input type="checkbox"/> Multimedia</p> <p><input type="checkbox"/> Image-Making</p> <p><input type="checkbox"/> Marketing</p>	<p><b>Critical Thinking, Problem Solving, and Information Literacy</b></p> <p><input checked="" type="checkbox"/> Effective Group Member</p> <p><input checked="" type="checkbox"/> Consensus Building</p> <p><input checked="" type="checkbox"/> Problem Solving</p> <p><input type="checkbox"/> Teaching/Coaching</p> <p><input type="checkbox"/> Listening Skills</p> <p><input checked="" type="checkbox"/> Delegation Skills</p> <p><input type="checkbox"/> Negotiation Skills</p> <p><input checked="" type="checkbox"/> Team Building</p> <p><input checked="" type="checkbox"/> Confrontation</p>
<p><b>Leadership</b></p> <p><input type="checkbox"/> Initiative</p> <p><input checked="" type="checkbox"/> Time Management</p> <p><input type="checkbox"/> Stress Management</p> <p><input checked="" type="checkbox"/> Setting/Achieving Goals</p> <p><input type="checkbox"/> Decision Making</p> <p><input checked="" type="checkbox"/> Creativity</p> <p><input checked="" type="checkbox"/> Career Development</p> <p><input type="checkbox"/> Presentation Skills</p>	<p><b>Diversity &amp; Social Consciousness</b></p> <p><input type="checkbox"/> Religion</p> <p><input type="checkbox"/> Race/Ethnicity</p> <p><input type="checkbox"/> Countries/Geography</p> <p><input type="checkbox"/> Global Concerns</p> <p><input type="checkbox"/> Social Awareness</p> <p><input checked="" type="checkbox"/> Civic Responsibility</p> <p><input checked="" type="checkbox"/> Volunteerism</p>	<p><b>Ethics</b></p> <p><input type="checkbox"/> Moral/Personal Values</p> <p><input type="checkbox"/> Decision Making</p> <p><input type="checkbox"/> Self-Confidence</p> <p><input type="checkbox"/> Ethical Conduct</p> <p><input type="checkbox"/> Rational Argument</p>	<p><b>Spoken and Interpersonal Communication</b></p> <p><input type="checkbox"/> Effective Speaking</p> <p><input type="checkbox"/> Persuasion</p> <p><input checked="" type="checkbox"/> Instructing</p>	<p><b>Scientific, Technical and Computer Literacy</b></p> <p><input type="checkbox"/> Research/Assessment</p> <p><input type="checkbox"/> Analytic Ability</p> <p><input type="checkbox"/> Computer Literacy</p> <p><input type="checkbox"/> Short &amp; Long Range Planning</p> <p><input type="checkbox"/> Detail Orientation</p>	<p><b>Quantitative Skills</b></p> <p><input type="checkbox"/> Data Analysis</p> <p><input type="checkbox"/> Budget Development</p> <p><input type="checkbox"/> Financial Management</p>

## Sample Co-Curricular Transcript Report

Student #1

Category	Name of Activity	Description of Involvement	Skill Area	Skills
Campus Involvement	<b>Resident Advisor</b> <i>Spring, 2004</i> <i>Fall, 2003</i>	Para-Professional Staff - Para-professional Staff - Acted as peer educator and advisor to 20 students living in a residence hall. developed community through interaction and programming. Completed numerous administrative tasks to ensure effectively managed hall. Assisted students with the resolution of personal and academic concerns. Acted as a referral source for campus resources.	Critical Thinking, Problem Solving, and Information Literacy	Consensus Building, Problem Solving, Negotiation Skills, Team Building, Confrontation
Professional & Educational Development	<b>Certified Peer Educator</b> <i>Fall, 2002</i>	Participant - Participant Default Description - Attended a 13-hour training resulting in receiving national peer education certification. Training topics included: listening skills; communication; program development; image making and marketing; brainstorming and idea sharing; confrontation; role modeling.	Personal Identity	Role Modeling
			Leadership	Creativity
			Ethics	Self-Confidence
	<b>Certified Student Leader</b> <i>Fall, 2003</i>	Participant - Participant Default Description Participated in a 3-day national conference that resulted in the awarding of the designation of a Certified student Leader. Was awarded this honor by scoring high on an examination in four key areas: meeting skills/parliamentary procedures; cultural inclusion/diversity; conflict resolution/communication; and publicity/promotion.	Critical Thinking, Problem Solving, and Information Literacy	Problem Solving, Listening Skills, Confrontation
			Leadership	Setting/Achieving Goals
Community Involvement	<b>Alternative Break</b> <i>Spring, 2004</i> <i>Fall, 2002</i>	Volunteer - The Alternative Break Program places teams of students in communities to engage in service and experiential learning during their summer, fall, winter and/or spring breaks. Students perform short-term projects for community agencies and learn about issues such as literacy, poverty, racism, hunger, homelessness and the environment. The objectives of an alternative break program are to involve college students in community-based service projects and to give students opportunities to learn about the problems faced by members of communities with whom they otherwise may have had little or no direct contact. Being completely immersed into diverse environments enables participants to experience, discuss, and understand social issues in a significant way. The intensity of the experience increases the likelihood that participants will transfer the lessons learned on-site back to their own communities after the alternative break ends.	Diversity & Social Consciousness	Social Awareness, Civic Responsibility, Volunteerism