COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS
Thursday, April 19, 2012

SUBJECT: ASSESSMENT: CORE CURRICULUM

PROPOSED COMMITTEE ACTION

No action required. Information item.

BACKGROUND INFORMATION

A PowerPoint presentation will be provided at the Board of Trustees meeting.

IMPLEMENTATION PLAN/DATE

N/A

FISCAL IMPLICATIONS

N/A

Supporting Documentation: Inactive Program Notification Form

Presented by: Dr. Brenda J. Claiborne, Provost and Chief Academic Officer  Phone: (561) 297-3061
Assessment: Core Curriculum
Introduction

I. Intellectual Foundations Program
II. Outcomes for Intellectual Foundations Program
III. Assessment
IV. Continual Process
I. Intellectual Foundations Program (IFP)

• General education program (or core curriculum)
• Approved by the Board of Trustees in 2008
• Implemented in Fall 2009
• Provides broad education beyond a chosen major
• Develops comprehensive skills, knowledge, and values that equip students to effectively meet the challenges of contemporary life
II. Outcomes for Intellectual Foundations Program

• Four broad, expected outcomes:
  ➢ Critical thinking
  ➢ Effective communication
  ➢ Appreciation of knowledge
  ➢ Ethics and ethical behavior
II. Outcomes for Intellectual Foundations Program (cont.)

• Additional, expected outcomes in 6 categories:
  - Written Communication
  - Society and Human Behavior
  - Science and the Natural World
  - Mathematics and Quantitative Reasoning
  - Global Citizenship
  - Creative Expression
II. Outcomes for Intellectual Foundations Program (cont.)

- **Six credits** required in each category
  - Written Communication: can select from 7 courses
  - Society and Human Behavior: 12 courses
  - Science and the Natural World: 20 courses + 10 labs
  - Mathematics and Quantitative Reasoning: 13 courses
  - Global Citizenship: 14 courses
  - Creative Expression: 10 courses
III. Assessment

• Goal: ensure that the overall Intellectual Foundations Program meets the expected outcomes in the 4 broad areas and 6 foundation categories

• Feedback used to improve individual courses and the overall program
III. Assessment (cont.)

• Two components of assessment
  
  A. Do course objectives and content conform to IFP expected outcomes?
  
  B. To what extent does student learning demonstrate IFP expected outcomes?
A. Course Objectives and Content

• Do course objectives and content conform to IFP expected outcomes?
  ➢ Curriculum committee reviewed syllabi and assignments from 72 courses (259 sections)
  ➢ Fall 2011 data have been analyzed – see next slide for examples of data
### A. Course Objectives and Content (cont.)

<table>
<thead>
<tr>
<th>Examples of Broad Outcomes</th>
<th># sections assessed</th>
<th>% sections conforming to expected outcomes</th>
</tr>
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<tbody>
<tr>
<td>Ability to think critically</td>
<td>259</td>
<td>73%</td>
</tr>
<tr>
<td>Ability to communicate effectively</td>
<td>259</td>
<td>48%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Foundational Categories</th>
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<tbody>
<tr>
<td>Demonstrate an understanding of mathematical theories and application</td>
<td>65</td>
<td>95%</td>
</tr>
<tr>
<td>Demonstrate an understanding of how scientific experiments are conducted</td>
<td>46</td>
<td>83%</td>
</tr>
</tbody>
</table>
A. Course Objectives and Content (cont.)

• Next step is to use the data for improvement
  ➢ Share results with faculty, curriculum committees, deans and Provost
  ➢ Conduct department-level discussions about data
  ➢ Ensure that objectives and content of every course conform to expected outcomes
B. Student Learning

• To what extent does student learning demonstrate IFP expected outcomes?
  ➢ Assessment underway
  ➢ Sample of exam questions and answers, as well as of written student work will be collected for all IFP courses
  ➢ Data will be analyzed in May 2012
B. Student Learning (cont.)

- Next step will be to use the data for improvement
  - Share results with faculty, curriculum committees, deans and Provost
  - Use results for improvement in curriculum and teaching methods
  - Evaluate assessment method and improve where needed
IV. Continual Process

• Intellectual Foundations Program will be assessed annually:
  ➢ Program – the Program itself and its goals
  ➢ Courses in the Program
  ➢ Student learning