Two Colleagues, Two Colleges, Two Cores: Using General Education Assessment to Define and Promote Your Institution’s Identity

Heidi Northwood  
*Nazareth College of Rochester*

Cathy S. Sweet  
*St. John Fisher College, cssweet@sjfc.edu*

Follow this and additional works at: [https://fisherpub.sjfc.edu/ed_assessment_pub](https://fisherpub.sjfc.edu/ed_assessment_pub)

Part of the Educational Assessment, Evaluation, and Research Commons

How has open access to Fisher Digital Publications benefited you?

Publication Information

[https://fisherpub.sjfc.edu/ed_assessment_pub/4](https://fisherpub.sjfc.edu/ed_assessment_pub/4)

Please note that the Publication Information provides general citation information and may not be appropriate for your discipline. To receive help in creating a citation based on your discipline, please visit [http://libguides.sjfc.edu/citations](http://libguides.sjfc.edu/citations).

This document is posted at [https://fisherpub.sjfc.edu/ed_assessment_pub/4](https://fisherpub.sjfc.edu/ed_assessment_pub/4) and is brought to you for free and open access by Fisher Digital Publications at St. John Fisher College. For more information, please contact fisherpub@sjfc.edu.
Two Colleagues, Two Colleges, Two Cores: Using General Education Assessment to Define and Promote Your Institution's Identity

Abstract
Presenting in tandem, colleagues from two neighboring liberal arts colleges will compare and contrast their schools’ general education assessment plans in the context of each institution's priorities. While one focuses on creating college-wide curriculum maps and electronic profiles for their core, the other concentrates on ways to provide meaningful general education data for five very diverse schools within the college. The comparison will emphasize the different methods for gathering authentic data, approaches for the analysis of results, and the distribution of findings, specifically identifying the implications that the various options might have for faculty, staff, students, and stakeholders. The presenters will explain both the practical procedures they use for assessing student learning in the core as well as the pedagogical meaning these choices have for all members of the campus community.

Disciplines
Educational Assessment, Evaluation, and Research

Comments
TWO COLLEAGUES, TWO COLLEGES, TWO CORES

Dr. Heidi Northwood
Professor and Director of the Core, Nazareth College

Dr. Cathy Sweet
Assessment Coordinator, St. John Fisher College
- 2960 undergrad full and part time students
- 599 graduate students
- 1:1.5 male to female
- Average SAT 1089
- 5 distinct/autonomous Schools within the college

- 2095 undergrad full and part time students
- 816 graduate students
- 1:4 male to female
- Average SAT 1130
- 4 Schools within the college
THINKING ABOUT YOUR CORE

Ownership.....Organization....Assessment
Ownership
Who writes the goals and determines the outcomes?

- **College-wide?**
  
  Interdisciplinary oversight, Goals and SLOs created and agreed upon by a Core Committee

- **Departmental?**
  
  Disciplinary oversight, Goals and SLOs created and agreed upon by by faculty from a particular department
Organization

How are the goals and outcomes categorized?

- **By Concept?**
  
  “Analyze and critique multiple perspectives on an issue”

  “Situate your beliefs/thesis within the larger scope of the discipline”

- **By Discipline?**

  “Analyze the key religious concerns that influence American political thought”

  “Describe the earlier scientific studies that support your laboratory experiment”
Assessment

How are the methods and measures determined?

- Common Assignments across all sections.
- Common rubrics across all sections.
- Testing created by individual instructors/faculty for each course.
- Departmental assessments
- External exams.
ST JOHN FISHER COLLEGE

Schools of Pharmacy, Nursing, Education, Business and Arts & Science
Academics

Programs of Study

St. John Fisher College offers 33 undergraduate majors, 11 pre-professional programs, 9 master’s programs and 3 doctoral programs.

» School of Arts & Sciences

The School of Arts and Sciences offers degrees and minors in over 20 undergraduate academic disciplines as well as a master’s degree in Math/Science/Technology Education.

» School of Business

The School of Business houses undergraduate programs in Accounting, Finance, Human Resources Management, Management, and Marketing as well as the MBA program.

» Ralph C. Wilson, Jr. School of Education

The Ralph C. Wilson, Jr. School of Education (SoE) provides numerous degree options to prepare education professionals for certification and careers in schools, elementary through high school.

» Wegmans School of Nursing

The Wegmans School of Nursing offers Traditional Nursing and Online RN to MS Nursing programs at the undergraduate, graduate level.
The mission of the Council for Liberal Learning is to ensure the integrity of the liberal arts through faculty ownership and participation in the assessment process in the School of Arts and Sciences. The Council is charged with overseeing that the program-level assessment systems support the academic and pedagogical principles that are fundamental to the diverse disciplines in the School and to a liberal arts education at St. John Fisher College.
St. John Fisher College’s School of Arts & Sciences

“Become”

Core Courses

College-wide Goals

• Intellectual Engagement
• Discourse and Content of Field
• Ethical Integrity
• Diversity and Cultural Understanding
• Communication
• Application of Knowledge

Program Courses

Be Curious
Be Engaged
Be Ready

Be Curious
Be Engaged
Be Ready
First-year Program

• Freshman Seminar
• Learning Community (2 linked courses; English 101 and a content course)
• Research-based Writing

Foundations Tier
• Scientific and Quantitative Literacy
• Cultural Contrasts

(45 credit hours)

Perspectives Tier
• Arts
• Philosophical and Religious
• Sociocultural
• Explorations of the Natural and Technical World
• Intercultural Perspectives and Languages
St. John Fisher College’s Core

**Perspectives Tier**
- Arts
- Philosophical and Religious
- Sociocultural
- Explorations of the Natural and Technical World
- Intercultural Perspectives and Languages

**Foundations Tier**
- Scientific and Quantitative Literacy
- Cultural Contrasts
NAZARETH COLLEGE

Schools of Education, Business, Health & Human Services, Arts & Sciences
Pan: The Greek god of wild places, rustic music and theatrical criticism.

Pan: The Greek word that means all or everything.

Pan: An implement in which you put raw food in order to cook it or let it simmer for a while.

P@N: Your place at Nazareth, your portfolio, where you can store files, integrate your learning, and be creative!
Nazareth College’s Core
(41 to 47 credits)

First Year Program
- First year Seminar (in a Perspectives area)
- Academic & College Success
- College Writing I&II
- Foreign Language

Perspectives Areas*
- Philosophy
- Religious Studies
- Mathematics
- Natural Sciences
- Social Sciences
- History
- Visual/Performing Arts
- Literature

*one course in each area

Integrated Studies
- Integrative Studies I
- Integrative Studies II
- Integrative Studies III
- Experiential Learning
- Core Milestone Experience
Explore

IS 1

Integrative Studies

IS 2

IS 3

Experiential Learning

UNCOMMON CORE
NAZARETH COLLEGE

Core Milestone Experience

Learn what MATTERS.
First Year:

- Foreign Language
- College Writing I & II
- First year Seminar (Perspectives)
- Academic & College Success
- 5 or more Perspective courses

Second Year:

- 2 or more Perspective courses
- 2 Integrative Studies courses
- Experiential Learning
- Health & Wellness
Nazareth College’s Core

Third Year: Integrate

• Integrative Studies course
• The Core Milestone Experience

Fourth Year: Apply

• Complete any parts of the Core
• Apply skills & knowledge gained through the Core to your major program of study
ASSESSMENT

What do we choose to measure?
St. John Fisher College’s Core Assessment

Needs to provide information to the 5 Schools that make up St. John Fisher College
Perspectives Tier

- Arts
- Philosophical and Religious
- Sociocultural
- Explorations of the Natural and Technical World
- Intercultural Perspectives and Languages

Discrete Skills & Knowledge that align with College-wide Goals
...identify and analyze a culture’s specific beliefs, biases, and experiences that might be relevant to the creation and interpretation...

(College-wide Goal: Diversity and Cultural Understanding)
<table>
<thead>
<tr>
<th>COURSE</th>
<th>GOAL</th>
<th>STUDENT LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>199</td>
<td>1. Students will be able to locate, select, and document secondary</td>
<td>Develop a proposal and formulate a question based on the information needed</td>
</tr>
<tr>
<td></td>
<td>source material relevant to an issue and the question it raises</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>1. Students will be able to locate, select, and document secondary</td>
<td>able to examine and compare information from various sources to evaluate the reliability,</td>
</tr>
<tr>
<td></td>
<td>source material relevant to an issue and the question it raises</td>
<td>validity, validity, accuracy, and authority of the sources</td>
</tr>
<tr>
<td>49</td>
<td>2. Students will be able to locate, select, and document secondary</td>
<td>Able to use appropriate and consistent documentation in the text in the bibliographical</td>
</tr>
<tr>
<td></td>
<td>source material relevant to an issue and the question it raises</td>
<td>material</td>
</tr>
<tr>
<td>50</td>
<td>2. Students will be able to analyze and incorporate research into</td>
<td>able to summarize relevant sections of sources</td>
</tr>
<tr>
<td></td>
<td>their own argument</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>2. Students will be able to analyze and incorporate research into</td>
<td>able to locate and select quotations from the research that are relevant and appropriate</td>
</tr>
<tr>
<td></td>
<td>their own argument</td>
<td>to their argument</td>
</tr>
<tr>
<td>52</td>
<td>2. Students will be able to analyze and incorporate research into</td>
<td>Able to integrate the content from the secondary source into their own paper</td>
</tr>
<tr>
<td></td>
<td>their own argument</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>2. Students will be able to analyze and incorporate research into</td>
<td>Demonstrate the connections between the course materials and their argument</td>
</tr>
<tr>
<td></td>
<td>their own argument</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>2. Students will be able to analyze and incorporate research into</td>
<td></td>
</tr>
<tr>
<td></td>
<td>their own argument</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>3. Students will be able to identify multiple scholarly perspectives</td>
<td>Identify at least 2 legitimate perspectives on an issue</td>
</tr>
<tr>
<td></td>
<td>on a text/issue and articulate those perspectives.</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>3. Students will be able to identify multiple scholarly perspectives</td>
<td>Appropriately represent multiple perspectives on a topic</td>
</tr>
<tr>
<td></td>
<td>on a text/issue and articulate those perspectives.</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>3. Students will be able to identify multiple scholarly perspectives</td>
<td>Demonstrate critical analysis through the articulation of multiple scholarly viewpoints</td>
</tr>
<tr>
<td></td>
<td>on a text/issue and articulate those perspectives.</td>
<td>and perspectives</td>
</tr>
<tr>
<td>58</td>
<td>4. Through critical revision, students will learn to assert a</td>
<td>write and defend a thesis</td>
</tr>
<tr>
<td></td>
<td>position and support it using the tools of research in a well-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>developed, well-reasoned written document.</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>4. Through critical revision, students will learn to assert a</td>
<td>support thesis and claims with relevant analysis and evidence.</td>
</tr>
<tr>
<td></td>
<td>position and support it using the tools of research in a well-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>developed, well-reasoned written document.</td>
<td></td>
</tr>
</tbody>
</table>
### Fall 2012 & Spring 2013 Summary of Average Core Rubric Scores by Program

AG = assignment Addresses Goal
NR = assignment Needs Revision
DN = assignment Does Not address goal

<table>
<thead>
<tr>
<th>Program</th>
<th>P1 Fall '12</th>
<th>P1 Sp '13</th>
<th>P2 Fall '12</th>
<th>P2 Sp '13</th>
<th>P3 Fall '12</th>
<th>P3 Sp '13</th>
<th>P4 Fall '12</th>
<th>P4 Sp '13</th>
<th>P5 (non FL) Fall '12</th>
<th>P5 (non FL) Sp '13</th>
<th>SQ Fall '12</th>
<th>SQ Sp '13</th>
<th>CC Fall '12</th>
<th>CC Sp '13</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>1.678 5/AG</td>
<td>1.89 4/AG</td>
<td>1.386 1/AG</td>
<td>1.88 1/AG</td>
<td>2.415 2/AG</td>
<td>2.5 1/AG</td>
<td>2.08 2/AG</td>
<td>2 1/AG</td>
<td>2.16 2/AG</td>
<td>2.33 1/AG</td>
<td>2.16 1/AG</td>
<td>2.16 1/AG</td>
<td>2.16 1/AG</td>
<td>2.16 1/AG</td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
<td>1.71 2/AG</td>
<td>1.71 1/AG</td>
<td>1.428 7/AG</td>
<td>1.428 1/AG</td>
<td>1.0 1/NR</td>
<td>1.0 1/NR</td>
<td>1.0 1/NR</td>
<td>1.0 1/NR</td>
<td>1.0 1/NR</td>
<td>1.0 1/NR</td>
<td>1.0 1/NR</td>
<td>1.0 1/NR</td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.11 11/AG</td>
<td>2.23 5/AG</td>
<td>2.5 4/AG</td>
<td>2.3 3/AG</td>
<td>2.5 4/AG</td>
<td>2.5 4/AG</td>
<td>2.5 4/AG</td>
<td>2.5 4/AG</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication/Journalism</td>
<td>1.37 1/AG</td>
<td>1.3 1/NR</td>
<td>1.3 2/AG</td>
<td>1.3 2/AG</td>
<td>1.3 1/AG</td>
<td>1.3 1/AG</td>
<td>3 1/AG</td>
<td>2. 1/AG</td>
<td>2.5 4/AG</td>
<td>2.3 3/AG</td>
<td>2.5 4/AG</td>
<td>2.5 4/AG</td>
<td>2.5 4/AG</td>
<td>2.5 4/AG</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1.663 1/AG</td>
<td>1.44 1/NR</td>
<td></td>
<td></td>
<td>1.663 1/AG</td>
<td>1.44 1/NR</td>
<td>2.045 7/AG</td>
<td>1.844 8/AG</td>
<td>2.045 7/AG</td>
<td>1.844 8/AG</td>
<td>2.045 7/AG</td>
<td>2.045 7/AG</td>
<td>2.045 7/AG</td>
<td>2.045 7/AG</td>
</tr>
<tr>
<td>Digital Culture</td>
<td>2.0 1/AG</td>
<td>1.75 1/AG</td>
<td></td>
<td></td>
<td>2.0 1/AG</td>
<td>1.75 1/AG</td>
<td>1.964 5/AG</td>
<td>2.0 5/AG</td>
<td>2.08 9/AG</td>
<td>2.22 3/AG</td>
<td>1.66 1/NR</td>
<td>2.0 1/AG</td>
<td>1.66 1/NR</td>
<td>1.66 1/NR</td>
</tr>
<tr>
<td>Economics</td>
<td>1.547 5/AG</td>
<td>1.775 6/AG</td>
<td></td>
<td></td>
<td>1.547 5/AG</td>
<td>1.775 6/AG</td>
<td>1.94 1/AG</td>
<td>1.94 1/AG</td>
<td>1.94 1/AG</td>
<td>No score</td>
<td>1.94 1/AG</td>
<td>1.94 1/AG</td>
<td>1.94 1/AG</td>
<td>1.94 1/AG</td>
</tr>
<tr>
<td>History</td>
<td>1.665 1/AG</td>
<td>1.71 2/AG</td>
<td></td>
<td></td>
<td>1.665 1/AG</td>
<td>1.71 2/AG</td>
<td>2.0 2/AG</td>
<td>2.83 1/AG</td>
<td>2.0 2/AG</td>
<td>no score</td>
<td>2.0 2/AG</td>
<td>2.0 2/AG</td>
<td>2.0 2/AG</td>
<td>2.0 2/AG</td>
</tr>
<tr>
<td>Honors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Core & Program Assessment for Political Science as of October 2013
(percentage of students meeting benchmarks)

POLITICAL SCIENCE
The mission of the Department of Political Science is to serve various clienteles (e.g., Political Science Majors and Minors, Legal Studies Majors, students in Core Curriculum courses) to expose them to and enhance their understanding of “the world, the nation, & the law.” Through this exposure, the Department also endeavors to provide its principal clienteles (i.e., Political science and Legal studies Majors) with exemplary undergraduate preparation in their chosen field(s) of study enabling them to pursue a number of post-undergraduate options including graduate school, law school, careers in government or politics, positions in non-profit agencies, general employment, community and civic engagement.

<table>
<thead>
<tr>
<th>Program Goal #1</th>
<th>College-wide Goals #1, 5</th>
<th>Students will demonstrate subject matter competency to a degree and in the manner appropriate to the course level.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates learning of facts and terms</td>
<td>Demonstrates learning of concepts and theories</td>
</tr>
<tr>
<td>POSC111</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>POSC208</td>
<td>84%</td>
<td>80%</td>
</tr>
<tr>
<td>POSC209</td>
<td>P2 SLO 1 2.33/3.0</td>
<td>P3 SLO 1 2.33/3.0 (Fall 2012)</td>
</tr>
<tr>
<td>POSC210</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>POSC212</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>POSC218</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>POSC302</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC333</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 335</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC495</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC499</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Nazareth College’s Core Assessment

<table>
<thead>
<tr>
<th>Core_2013</th>
<th>Core_2015</th>
<th>Core_2016</th>
<th>Core_2017</th>
<th>Core_2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
</tbody>
</table>

### Core Learning Outcomes
- Communication: Students will be able to express ideas clearly and effectively in writing and speaking.
- Critical Thinking: Students will be able to analyze and evaluate information, arguments, and issues.
- Quantitative Reasoning: Students will be able to understand and work with quantitative information and mathematical concepts.
- Information Literacy: Students will be able to locate, evaluate, and use information effectively.
- Global Awareness: Students will be able to understand and appreciate the diversity of human cultures and the complexity of global interdependence.
- Civic Engagement: Students will be able to participate in their communities and engage in civic activities.
- Professional Competence: Students will be able to apply their knowledge and skills in a professional setting.
- Creative Expression: Students will be able to create and critique works of art, music, literature, and other forms of human creative endeavor.
- Responsible Citizenship: Students will be able to understand and actively contribute to the democratic process.
- Personal and Social Responsibility: Students will be able to recognize and act on ethical, social, and environmental responsibilities.
- Lifelong Learning: Students will be able to pursue new knowledge and skills throughout their lives.

### Course Requirements
- A minimum of 120 credits is required for graduation.
- Courses must be completed with a grade of C- or better.
- Transfer credits may be accepted with approval from the academic department.
- Students must complete a capstone experience in their major.
- All students must complete a service learning activity.

### Assessment Methods
- Exams
- Projects
- Papers
- Presentations
- Portfolios
- Online quizzes
- Web-based assignments

### Contact Information
- For more information, please contact the Office of Academic Affairs at (585) 314-3211.
- Visit the College’s website at www.nazareth.edu.

---

Note: The above table and information are placeholders for demonstration purposes. The actual content may vary based on the specific requirements of Nazareth College.
Faculty will assess the student’s ability to **Communicate, Think, Use, and Grow** their Skills & Knowledge.

**“Communicate”**

**READ**
- Read with clarity and precision
  - RD1: Comprehends author’s message
  - RD2: Can interact with whole of a work and its parts
  - RD3: Can articulate the multiple ways to read a work
  - RD4: Can participate in academic discussions about works
  - RD5: Can describe distinctions among genres

**WRITE**
- Write with clarity and precision
  - WRT1: Considers audience, context, and purpose
  - WRT2: Uses relevant content
  - WRT3: Uses appropriate disciplinary conventions
  - WRT4: Uses appropriate and correct language

**SPEAK**
- Speak with clarity and precision
  - SPEK1: Has appropriate organization
  - SPEK2: Uses appropriate language to audience
  - SPEK3: Interesting delivery
  - SPEK4: Central point is clear

**LISTEN**
- Actively listen to formal and informal discourse
  - LTN1: Can understand what others are saying

**INTERACT**
- Interact effectively in various social and cultural settings
  - INT1: Recognizes differences in communication and can negotiate shared understanding
  - INT2: Asks questions about the other’s meaning and background and seeks answers to these questions
  - INT3: Develops relationships with others who have different beliefs and backgrounds and is willing to learn from them

**“Think”**

**KNOW**
- Has acquired factual knowledge and understands fundamental principles and theories within the disciplines
  - KNW1: Has acquired factual knowledge (terminology, classifications, methods, trends)
  - KNW2: Understands fundamental principles, generalizations, or theories

**ASK**
- Asks discipline appropriate questions (‘discipline’ is to be understood broadly)
  - ASK1: Distinguishes multiple disciplinary perspectives
  - ASK2: Asks relevant questions
  - ASK3: Can discuss Enduring Question(s) in its disciplinary context

**USE**
- Uses discipline appropriate methods of inquiry
  - USE1: Locates appropriate sources of information
  - USE2: Identifies appropriate methodology

**WRT1:** Considers audience, context, and purpose. (ENGW101)

**INT1:** Recognizes difference in communication and can negotiate shared understanding (FYS, PHL P-EQ)
<table>
<thead>
<tr>
<th>assessment instrument name</th>
<th>criterion name</th>
<th>n</th>
<th>mean</th>
<th>mean %</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQ_RFLT_13</td>
<td>ASK 3</td>
<td>178</td>
<td>2.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EQ_RFLT_13</td>
<td>RFLT 2</td>
<td>178</td>
<td>2.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYS_ORAL_13</td>
<td>SPK 1</td>
<td>231</td>
<td>2.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYS_ORAL_13</td>
<td>SPK 2</td>
<td>231</td>
<td>2.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYS_ORAL_13</td>
<td>SPK 3</td>
<td>231</td>
<td>2.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYS_ORAL_13</td>
<td>SPK 4</td>
<td>231</td>
<td>2.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYS_ORAL_13</td>
<td>LTN 1</td>
<td>54</td>
<td>2.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYS_ORAL_13</td>
<td>INT 1</td>
<td>56</td>
<td>2.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYS_ORAL_13</td>
<td>INT 2</td>
<td>82</td>
<td>2.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYS_ORAL_13</td>
<td>INT 3</td>
<td>74</td>
<td>2.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PFI_EL</td>
<td>RFLT4</td>
<td>12</td>
<td>3.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PFI_EL</td>
<td>RFLT2</td>
<td>12</td>
<td>3.17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Has appropriate organization
Uses appropriate and correct language

Criterion: WRT 4 (Core)
Demographic Filter: All Students
Group Filter: All Students

Apr 15, 2013 to Jun 30, 2014

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MN</td>
<td>MD</td>
<td>SD</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>1.51</td>
<td>1</td>
<td>0.65</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

Distribution:
- Novice: 50
- Apprentice: 30
- Proficient: 10
- Exemplary: 0
HOW DOES YOUR ASSESSMENT ALIGN WITH YOUR INSTITUTION’S IDENTITY & PEDAGOGY?
Serving to inform the Schools (Disciplinary-based pedagogy)

St. John Fisher College’s Core

Serving to inform the Students (Holistic pedagogy)

Nazareth College’s Core

School of Arts and Sciences
Wegmans School of Pharmacy
Bittner School of Business
Ralph C. Wilson, Jr. School of Education
Wegmans School of Nursing

School of Education
College of Arts and Sciences
School of Health & Human Services
School of Management
CORE CURRICULUM

Scientific and Quantitative Reasoning

Information Literacy

Oral and Written Communication

Critical Analysis and Reasoning

Serving to inform
External Stakeholders
(Skills-based pedagogy)

DQP
Students select how they meet core requirements
ASSESSING YOUR ASSESSMENT.

What are the implications of your general education assessment on the campus community?
- Each School is able to prioritize specific skills and knowledge

- Aligning with College-wide Goals makes for easy interdepartmental collaborations (i.e., Career Center & the Core)

- Difficult to control consistency when assessing between disciplines

- Students have greater accountability for their learning

- Creates a cohesive educational experience between the Core and the Major (greater relevancy)

- Challenging to service (course selection, advisement, inter-rater reliability, faculty compliance)
The important question is not how assessment is defined but whether assessment information is used.

(Palomba & Banta, 1999)