

CRITERION FOUR: Acquisition, Discovery, and Application of Knowledge

Steering Committee Presentation

February 25, 2009

RAC 252 / 3:30 – 6:00

Core Component - 4b The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

**Key Elements: Breadth of Knowledge
 Intellectual Inquiry**

Members: Steve Durst & Doug Haneline

Data: Much, but not all of the evidence has been reviewed

- Timeline
 - Summer/Fall 2008: Finding evidence
 - Spring 2009:
 - Outline of section developed
 - Campus/Stakeholder Surveys
 - Listening sessions (themes)

A Lens for Viewing Institutional Attainment of Core Component 4b

I. *Via Examples of Evidence*

1. *The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.*
 - a. General Education in place since 1993; complete review to begin 2009
 - b. Direct and indirect assessment measures available for individual courses and General Education as a whole
2. *The organization regularly reviews the relationship between its mission and values and the effectiveness of its general education.*
 - a. Mission and Core Values determined through SPARC process in 2008; General Education review to begin in 2009
3. *The organization assesses how effectively its graduate programs establish a knowledge base on which students develop depth of expertise.*
 - a. Clinical doctoral programs have high licensure examination pass rates.
 - b. Graduate programs . . .
4. *The organization demonstrates the linkages between curricular and cocurricular activities that support inquiry, practice, creativity, and social responsibility.*
 - a. Housing and Student Affairs have active programs to support and supplement academic achievement generally and some academic programs specifically.
5. *Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.*
 - a. Assessment data for degree program capstone courses demonstrate levels of student achievement.

- b. Nationally normed tests for General Education and individual degree programs show levels of student achievement.
- c. Program data developed for Academic Program Review shows levels of program success.

6. *Learning outcomes demonstrate effective preparation for continued learning.*

- a. Assessment data for degree program capstone courses demonstrate levels of student achievement.
- b. Nationally normed tests for General Education and individual degree programs show levels of student achievement.

II. *Potential Evidence of Compliance*

- 1) Wide range of programs and degrees encompassing technical, professional and academic applications
- 2) Mission Statement and core values and process for development
- 3) General Education requirements, including Learning Outcomes Areas
- 4) Assessment: The Academic Profiles and Other Assessment Methods by Outcome
- 5) Academic rigor and breadth of understanding applied to all degree programs
- 6) Additional programs/degrees recently added/deleted as evidence of “breadth” of knowledge
- 7) UCC activities
- 8) Interdisciplinary programming between Colleges or programs
- 9) Graduate program development and impetus for creation
- 10) Clinical doctoral programs
- 11) Co-curricular activities within Colleges/programs
- 12) Service Learning components from specific curricula
- 13) RSO activities demonstrating social responsibility such as voter registration, community service to underserved areas (Baldwin/Lake County), and professional services
- 14) Study Away program and participants
- 15) Programmatic outcomes demonstrating breadth of knowledge and skills and intellectual inquiry
- 16) Learning outcomes from programs to demonstrate breadth of knowledge, skills, intellectual inquiry, preparation for continued learning

Themes:

- Strengths
 - Many programs with specialized accrediting bodies.
 - Many programs with data from student achievement rates on licensure and nationally-normed tests.
 - Multiple direct and indirect assessment measures regularly compiled
- Areas for Improvement
 - Need to demonstrate existence of consistent feedback loop showing use of assessment data to improve student learning.
 - Need to show links between curricular and co-curricular programming.