ABSTRACT
        Concrete descriptions of what has be done to improve
undergraduate education at King's College, Pennsylvania are provided
in this book, which represents a change agent's perspective on
implementing an outcomes oriented curriculum and course-embedded
assessment model. The necessity to achieve excellence in
undergraduate education through intelligent deployment of limited
resources while pursuing carefully defined ends is emphasized. The
four chapters look at achieving excellence through change (planning
for excellence, planning for change, and preparing the faculty to
meet the challenge of curricular change); curriculum as an integrated
plan of learning--part I (conceptualizing the curriculum and
transferable skills of liberal learning); curriculum as an integrated
plan of learning--part II (knowledge, traditional disciplines and
inter-disciplinary perspectives and responsible believing and
acting); and linking assessment and learning (purpose of assessment,
course-embedded assessment model, and assessment strategies). Five
appendices present additional articles and strategies: "Increasing
Student Involvement in Learning through Four-Year Competence Growth
Plans" (Cheryl O'Hara); "Guidelines for Writing Critical and
Argumentative Essays" (George H. Hammerbacher); "Helping Students in
a Criminal Justice Curriculum to Think Critically" (Bill J. Lutes);
"Linking Library, Pedagogy and Curriculum" (Terrence Mech); "Making
Learning Objectives Explicit in Course Syllabi" (Donald G. Stevens);
"Examples of Sophomore-Junior Diagnostic Programs: Accounting,
Finance, and Government" (John J. McGowan, Janet E. Mercincavage, and
others); and "Examples of Senior Level Integrated Assessments" (John
J. McGowan, Janet E. Mercincavage, and others). (SM)

ENHANCING STUDENT LEARNING: EMPHASIZING ESSENTIAL COMPETENCIES IN ACADEMIC PROGRAMS

by
D. W. Farmer

A Change Agent's Perspective on
Implementing an Outcomes-Oriented Curriculum
and Course-Embedded Assessment Model
at King's College

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FOREWORD

The recent flurry of interest in improving undergraduate instruction has produced a chorus of voices proclaiming what ought to be done. Notably lacking, however, are concrete descriptions of what can be done. The experiences of King's College are a significant exception and this monograph is thus particularly welcome. Having worked with many institutions attempting to accomplish the delicate task of curriculum reform, I realize that communicating work in progress can constitute a considerable risk. Processes that are still evolving generally lack the polished quality of the theoretical reform efforts that preceded them. At the same time, the often considerable public scrutiny that goes with being recognized as a "model" program can divert resources and attention from finishing the job at hand. It is, therefore, particularly important to commend the Dean and faculty of King s College for being willing to share their experiences with curriculum improvement at this point.

Several themes of the King's College experience, I believe, are particularly noteworthy in the light of national experience. One is the often overlooked proposition that excellence begins with action. Visible throughout the experiences described in this monograph is a demonstration that excel-

lence in undergraduate instruction does not just happen; rather it must be _achieved_ through the intelligent deployment of limited resources in the pursuit of carefully defined ends. Many elements of the King's College approach illustrate this deceptively simple proposition. Perhaps most important is its emphasis on student development as well as on absolute levels of achievement. As Dean Farmer aptly emphasizes, for the vast majority of colleges and universities, the appropriate definition of excellence necessarily rests not upon their selectivity, but upon what they can demonstrably _do_ with their students in the four or more years that they work with them. Important features of the King's curriculum such as explicit Competence Growth Plans in each major field, Pre-and Post-testing of core courses, and the Sophomore-Junior Project testify to a consistent and concrete concern with developmental issues.

Furthermore, action requires experiment, and the willingness to modify a planned approach to fit the actual circumstances encountered. This observation leads to a second major theme of the King's College approach—a conscious strategy for _managing_ change that must be carefully crafted to fit the institution's particular structure and culture. Because it goes far beyond the mechanics of curriculum design, the importance of a consistent strategy of this kind is too often overlooked in dis-

cussions of curricular reform. Particularly noteworthy here are the principles of explicitly building upon a growing base of faculty and administrative experience, and of attacking innovation in manageable chunks. At King's, for example, the success and legitimacy of Writing Across the Curriculum provided a foundation for further change anchored upon positive faculty attitudes and a familiar language with which to undertake the tasks of defining outcomes and designing appropriate assessment mechanisms. Moreover, each new initiative is part of a careful sequence, so that more complex tasks (such as the definition and assessment of critical thinking and problem-solving across the curriculum) are informed by earlier experience in more tractable areas (such as writing or computer competency).

Careful attention to sequence and structure, moreover, illustrates a final deceptively simple attribute of the King's College experience: full recognition that the curriculum is the key point of leverage in managing academic change. In the light of national experience, two particular attributes of the King's curriculum are noteworthy. First, explicit identification of a developing body of cross-curricular competencies within an established array of discipline-based departments maximizes the advantages of both. Discipline departments can continue to do what they do best while also functioning

within a wider curricular context. A second note-worthy feature is incorporation of explicit assessment procedures as an integral part of the curriculum. Both features avoid many of the drawbacks of more radical proposed approaches to competency-based curricula and student assessment. The notion of the curriculum as an explicit plan for learning is an old one, but it is often obscured by more recent fashions that concentrate the energy of institutional "planning" in such areas as marketing, resource development, or external entrepreneurship. As evidenced by rising enrollments, an improved academic profile of entering students, and a growing regional reputation, King's exemplifies an ancient piece of wisdom. The heart of an academic institution is its curriculum. If the integrity of the curriculum is maintained and its effectiveness demonstrated, external benefits will naturally follow.

In short, the King's experience is one well worth sharing with the wider college and university community. Through this monograph, I am glad that others will have the opportunity to learn from it as much as I have done.

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CHAPTER ONE:

ACHIEVING EXCELLENCE
THROUGH CHANGE

Excellence in education is not accidental but the result of a conscious pursuit, a pursuit that must be carefully planned and implemented. Excellence in education is also not something that can grow unattended.

During the course of tne 1980's, the nation has heard many suggestions on how to improve public education. These proposals for change have been prompted by a general perception that the quality of education provided to our children at the elementary and high school levels had significantly declined. Ten major education reports issued during the 1980's support this perception of mediocrity and a corresponding call for the renewal of American education through a national quest for excellence.

It would have been naive for the higher education community to think that the future would not see a corresponding critique of the purpose and quality of higher education. The publication in 1984 of Involvement in Learning by the Study Group on the Conditions of Excellence in American Higher Education for the National Institute of Education set forth this critique. It also challenged those of us in higher education to address three critical conditions of excellence identified in the report:

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1) Student Involvement - how much time, energy and effort students devote to the learning process;

2) High Expectations - educational outcomes sought by faculty for students;

3) Assessment and Feedback - the use of assessment information to redirect student effort in order to enhance student learning and to lead to improvements in teaching practices.[1]

PLANNING FOR EXCELLENCE

King's College correctly identified this impending critique of higher education through its strategic planning process before 1980. Within the context of its planning process, King's College sought to provide an answer to the question, "What is the proper definition of excellence in higher education for students who will be living and working in the 21st Century?"

From a planning and institutional perspective, excellence reouires a clear sense of purpose

and a clear sense of expectations. Excellence also requires a specific plan of operation to make both of these palpable realities for students and faculty.

Effective long-range and strategic planning has played a key role in the ability of King's College to establish and to carry out its commitment to excellence. There are two key elements in its planning model that are chiefly responsible for explaining the College's success. The first is the extent to which King's College has been successful in placing planning sequentially ahead of budgeting in order to increase institutional consciousness of what ought to be the College's agenda. The second key element is the strategic mode of thinking which has encouraged the College to make decisions in the present in order to position King's College for opportunities envisioned in the future.[2]

The Middle States Association recognized the significance of this accomplishment by inviting King's College to conduct a case study on comprehensive planning, management and evaluation for others in higher education in 1984. Following the presentation of the three-day case study, the Middle States visiting team completed its accreditation visit and concluded that the concept of a long-range plan had been effectively replaced by strategic planning at King's College.[3] The Commission on Higher Education of the Middle States

Association expressed its satisfaction with the significant achievements of the College resulting from the implementation of its planning process. The Commission supported the findings of the visiting team by concluding that "King's College exemplifies, to an unusual degree, the characteristics of excellence in higher education as these are set forth in the Commission document on standards for accreditation."[4]

Many believe that excellence in education is primarily related to the quantity of resources available. This would be tragic, if it were to be true, because today's challenge is to provide quality education with limited resources. The question of excellence does not begin with mone '. Excellence in education is more directly related to ideas, priorities, and to the focused energies of people.

There are certainly traditional quantitative measures of institutional quality such as the number of Ph.D.'s on the faculty, the average Scholastic Aptitude Test (SAT) scores of entering students, and the annual average income of alumni; but one has to ask whether these quantitative measures are really measuring excellence since so many dimensions of excellence are frequently intangible and relate to the way in which the total educational experience affects human development. Arthu, Chickering suggested in The Modern American

College that the thoughts of Cardinal Newman in 1852 and of the Carnegie Commission in 1972, more than one hundred years later, would make good bookends for his study of the mission of higher education. He argued that educatcrs cannot pursue the objectives set forth by Newman without recognizing more precisely the developmental needs of each college student.[5]

It seems to me that one thing ought to be quite clear about excellence in education: Excellence relates more directly to the characteristics of students at the point of graduation rather than at the point of entering college. Admissions criteria represent what colleges expect students to bring to their college education. Exit criteria, established sufficiently high enough, represent the contribution made by a college to a student's education. There is a need to be as clear and forreful about exit criteria as educators have traditionally been about entrance criteria. What happens to students during their four years of undergraduate education is the real meas're of excellence in higher education. This sense of excellence makes a distinction between excellent students and an excellent college. A college should not claim to be excellent simply because it has attracted the brightest students. Excellence requires that a college provide students with an educational experience which encourages them to realize their academic potential.

Quality is institutional; it cannot exist in isolation, locked away in a single program or activity. In a contextual definition of excellence in higher education, a number of general student-centered characteristics should be shared by colleges as they individually respond to the challenge of educating today's students for the twenty-first century. Speaking at the annual meeting of the Middle States Association in 1983, I formulated twelve characteristics relating to quality in education which I believe should be part of the design specifications at all colleges planning for excellence. These reflections were later published by The College Board Review.[6] These twelve characteristics provide a planning context for the changes that were to follow as King's College engaged in its own plan for excellence:

1. **Planning for excellence requires congruence between student goals and those of the institution.** Congruence leads to an increasingly higher rate of retention of students; while its absence not only leads to high attrition but also to the possibility of consumer fraud being perpetrated by an over-zealous admissions staff. Colleges have an ethical obligation to see that student choice of a specific college is for the right reason based upon the effective and honest communication of the anticipated educational experience.

2. *Planning for excellence requires that academic preparation for students or the lack of it, be honestly assessed and reflected in the design of the freshman curriculum.* A college needs to design and implement a curriculum for what students need to learn rather than for what faculty want to teach. The proper learning environment is one which is student-centered. The curriculum should meet students at their actual level and point of entry into higher education. Colleges must educate the students they are willing to admit. The public will measure the excellence of higher education by the quality of its graduates. Excellence fosters competency.   Anything less than competency is mediocrity.

3. *Planning for excellence requires the creation of a learning environment which encourages students to be committed to learning with the desire to become active, independent learners.* Faculty need to consciously help students understand that the objective of education is to develop the intellect as well as to acquire skills for the immediate job market. Students must learn how to go about learning - how to become independent learners - in order to be prepared for lifelong learning and to accept the responsibility for their own learning. Every learning experience should be an exploration designed to encourage students to abandon passive and dependent

modes of learning by helping them to engage in active modes of learning as a means of achieving greater independence and self-confidence for life-long learning.

4. **Planning for excellence requires that faculty not only keep up in their discipline, but actively relate their specialized knowledge to general knowledge outside their discipline.** The complexity of our age requires that faculty members role model the liberally educated person in the classroom. They need to reveal to students a genuine respect for all fields of inquiry and their potential contribution to solving problems and to improving the quality of life. Learning across the curriculum should be the goal of faculty and students alike. Faculty need to accept this responsibility for providing a total and integrated learning experience for students rather than one which is limited and fragmented. Helping students to make connections should be a high priority.

5. **Planning for excellence requires that faculty demonstrate a commitment to the spirit of liberal education by an openness of mind.** In role modeling the liberally educated person, faculty need to communicate an enthusiasm for life-long learning that is characterized by a spirit of inquiry and that is sustained by the belief that education is a journey, not a destination. Faculty members

must keep their minds open to new and challenging perspectives. Faculty need to help students move beyond superficial questions with "right" answers in order to understand the role of uncertainty and contingency in providing answers to complex questions.

6. **Planning for excellence requires that faculty be familiar with current theories of learning and utilize this knowledge in the instructional design of their courses.** Faculty need to understand that the goal of teaching is student learning and therefore expertise in their discipline is not in itself sufficient for effective teaching. More attention must be paid to theories of learning, individual student development, and the variety of student learning styles. It is ironic that many who take pride in being teachers know so little about how students learn Faculty need to become familiar with the body of research and practice which provides an understanding of student-centered learning strategies designed to increase both the quality and quantity of learning for students.

7. **Planning for excellence requires that the curriculum result from an integrated academic plan and not just be a collection of courses.** Colleges must not provide a 1960's education for those who will live and work in the

twenty-first century. It is essential that education make sense to students if it is to be valued. The learning experience should focus on transferable skills of liberal education as well as on the transmission of knowledge and values. A curriculum should not be a random collection of courses but must have a sense of purpose - it must have academic integrity. One of the measures of that integrity is for faculty to be able to explain clearly to students the specific way the intended educational outcomes of the curriculum relate to the college's definition of an educated person. As students progress through the curriculum, they should experience a sense of cumulative learning—a curriculum that is an integrated plan of learning and not just a random collection of courses.

8. **Planning for excellence requires that the effectiveness of the curriculum be regularly evaluated by assessing student learning outcomes according to previously established standards**. Assessment of learning is one of the most neglected areas of education at most colleges. The public is no longer willing to accept the assertion that learning has taken place. Documentation that learning has taken place is required and rightfully so. Assessment, however, can also play an important developmental role ranging from identifying and monitoring curriculum changes to helping individual faculty members reflect upon the

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relationship of examination questions to course objectives. Moreover, assessment should be perceived by students as being a valuable part of the learning process.

9. *Planning for excellence requires that improving the quality of life on campus be a conscious institutional goal resulting from a genuine concern for others.* Quality or excellence in education cannot be limited to the classroom. The cognitive and affective domains in education are necessarily related. To educate the human mind is not merely to add something to it. Education is a transactional process. College faculty members need to recognize that values are taught -consciously or unconsciously on our campuses - and that these values are fundamental to human existence and human relationships. These values should not be taught without a concern for justice. How we relate to one another is at the heart of the definition of what it means to be human. Change what a man values and you change him as a whole.

10. *Planning for excellence requires that a college demonstrate a capacity for change relative to the needs of students and society.* Colleges need to understand that there are realistic, viable, educational alternatives in today's society to the traditional education offered by colleges.

We need to look at the new educational entrepreneurs and the variety of technology available for education in order to avoid becoming academic dinosaurs. Colleges need to engage in environmental scanning and to reflect upon possible alternative futures. Colleges need to recognize that they are educating young people to live and work in the twenty-first century. Colleges need to listen to their publics. If colleges are to survive and to achieve excellence, they need to listen and to respond. But institutional survival is important only when it aiso results in the survival of excellence.

11. *Planning for excellence requires that colleges protect the quality of institutional resources available by responding to the priority resource needs of students, faculty and staff.* Colleges need to identify priority planning objectives and to allocate resources according to this same sense of priorities. In order to maintair quality resources in relationship to the needs of students, faculty, and staff, a college should concentrate on what it does best - examples of quality and excellence - and to stop doing those things that are either of a low priority, tangential to the institutional mission, or in competition for scarce resources with the examples of quality and excellence at the college. To believe that all programs or activities must be supported equally is to have no real priorities and to endanger those very examples of quality which a college should be nurturing and promoting.

12. **Planning for excellence requires that a college have the determination to constantly strive to do better, based upon a desire to go beyond what has been achieved.** This dedication to constantly improving, to competing against oneself to improve, is perhaps the essential dynamic required for a college to achieve excellence. Excellence, like truth, is a process which is constantly unfolding. Those who stand still let the opportunity for excellence pass by.

PLANNING FOR CHANGE

Achieving excellence in higher education requires change. But acceptance of the status quo and tradition are pervasive in higher education. Colleges and universities are organized and managed in certain ways and faculty members define themselves and teach in certain ways, because that is the way it has always been.[7] Some colleges and universities, however, have been able to break away from this deadening conformity within higher education to introduce successful change leading toward excellence. King's College is an example of such an institution, and its experience provides a case study for examining planned change.

Why have some colleges been successful and not others? I believe the answer to this question can be found in the failure of many colleges to explore the organizational environment that appears most appropriate for fostering successful change. There must be a climate on campus conducive to change in order for change to be meaningful and to be successful. Organizational values which encourage risk-taking, cooperation, and a healthy competitive spirit enhance the capacity and readiness of a college to undertake successful change. Although there are a variety of factors that influence the organizational environment, I have chosen seven that I think faculty and administrators in higher education may find most provocative. These seven factors have played an important role in creating a positive climate for introducing successful change at King's College.

1. Condition of Trust. A condition of trust is the first ingredient required on a college campus to create a positive attitude toward change. Trust is not simply the result of rhetoric but more importantly the result of deeds. Actions are what help to define interpersonal relationships and expectations. Faculty and administrators need to see themselves as partners in higher education, not as adversaries. This cannot be accomplished quickly or simply by wishing. Building trust is a slow process and one requiring mutual respect between fac-

ulty and administrators. Building trust must also be a conscious process and one recognized as being an institutional priority. Free and open communication between faculty and administrators is essential as a first step in achieving trust.

2. Leadership at the Top. The institutional environment is also directly shaped by the quality of institutional leadership. A second prerequisite for successful change is strong support from the top leadership in a college. Without such support, change will simply not occur. This support must be clear and obvious. The President and other top managers must be consistent in their support of change and establish a campus-wide expectation that change will occur. There are many examples in higher education of the loss of courage by leaders, a loss of courage that results in needed reforms being aborted. Rhetoric will not be sufficient. Effective leadership for change requires that leaders devote time to specific activities related to accomplishing change.

In most educational institutions, the campus culture is strong enough to influence faculty performance. Strong leadership at the top is an important factor in determining the quality of the campus culture for faculty. This realization by top managers is crucial since the vitality of an academic organization resides in its faculty. Only two conditions

can keep faculty from performing at a high level: negative attitudes and an inadequate level of institutional expectation. Both conditions represent a failure of leadership.

3. Readiness and Capacity for Change. A frequently overlooked ingredient of an environment supportive of change is that of readiness and capacity for change. Readiness for change relates to the motivational energy required to bring about change. Capacity means the physical, financial, or organizational resources necessary to make the change happen. These are separate but interdependent variables.

Motivational energy for change requires that there be enough dissatisfaction with the current state of affairs to mobilize energy toward change. If people are not really dissatisfied with the present state of affairs, or if they are dissatisfied but without a clear understanding of what the desired state might be, then there will be a need to increase the level of dissatisfaction and to assist people to define the ideal or desired state.[8] The desired state, of course, needs to be consistent with institutional mission and values.

Planning the ideal or desired state for a college also requires that the physical, financial and organizational resources needed to support

change be brought into place. We are frequently more aware of the physical and financial resources needed for change in higher education than we are of the organizational resources. It is of crucia' importance to make the reward sys... consistent with the initiatives of individual facu.. and administrators supporting the desired direction of change. Evaluation and reward must be related to doing what is significant for the organization. An inappropriate reward system will lower morale, sabotage effective plan implementation, and weaken commitment to maintaining the desired direction of change.

4. Understanding the Change Process. Change is a reality. The increase in the acceleration rate of change since World II is staggering. Educational institutions cannot escape this reality and must change in order to survive. The great conservative, Edmund Burke, warned that an institution without the means of change is without the means of its own conservation.

A general understanding of the dynamics of the change process, both by those initiating the change and by those to be affected by the change, is an additional component of the environment conducive to implementing successful change. It is easier for faculty members to cope with the turbulence of change if they can analyze the anticipated

changes coher: ntly and systematically.[9] This represents the learning style of most people who choose to make their career in higher education.

Faculty members, like all other people, most likely will feel threatened by change unless they understand its context and process. It is important to help faculty understand the specific purpose and goals for a planned change as well as the conditions which are motivating the desire for change. Change should never be introduced for its own sake. Proposed changes should be based on information, analysis, a variety of possible response options, and a clear understanding of the criteria being used for arriving at a specific planning decision.

5. Favorable Attitude Toward Planning. Planning anticipates change and an improved future. The existence of a favorable attitude toward comprehensive institutional planning by a college community contributes significantly to creating a supportive environment for implementing successful change. If planning has been developed to the level of being an effective process for implementing meaningful change for a college, it will have credibility for faculty members. Far too often, however, planners have not been successful in implementing planning objectives.

The best planning environment is in one in which priorities are clear and have been arrived at through a process involving all campus constituencies. The effectiveness of institutional planning needs to be judged by the quality, effectiveness, and appropriateness of the outcomes achieved. Planning should never be an end in itself. The planning process is only a heuristic device for helping a college community introduce planned change to achieve specific objectives. To be successful, planning requires a broad sense of ownership by a college community.

6. Effective Change Agent. Planned change will not take place without an effective change agent. The change agent may be internal or external, an individual or a team. But in all cases the successful change agent is one who understands the organization - its values, its resources and its politics. The credibility of the change agent with others is a crucial factor in determining whether or not change will be supported. The change agent must generate confidence and earn the trust of those to be affected by the intended change.

The fine art of persuasion may be the most powerful tool of the change agent. Successful and sustained changes are not usually accomplished without continued effort. An innovator must be

persistent in making inroads whenever opportuni-
ties to do so present themselves. A successful
change agent must have a good sense of timing
and wait for the opportune moment rather than
acting spontaneously.[10] It is equally important to
keep the lines of communication open in order to
make informed decisions. The change agent
needs to know how others feel about the intended
changes. Credit for successful changes must be
shared with others in order to create enthusiasm
and a wider se, ise of ownership. The successful
change agent must also have a sense of individual
motivation. All people are motivated, but they are
motivated for their own reasons and not necessar-
ily for the change agent's reasons.

As a change agent at King's College, I be-
lieve that I have played five principal roles: (1) the
catalyst to establish the need for change, to win
support for change and to overcome inertia; (2) the
solution·giver to define the substance of change
and to provide implementation strategies; (3) the
process-helper to show the college community
how to go about change by utilizing appropriate
techniques; (4) the resource-linker to build a re-
source network by bringing people and other re-
sources together to be applied to the intended
change; and (5) the confidence-builder to create
stability and to generate a self-renewal capacity
among those involved in order to sustain the
change.[11]

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7. <u>Reducing Resistance to Change</u>. A final element in the organizational environment that appears most helpful for implementing successful change is the capacity to reduce resistance to change. The full benefit of change is not realized until the entire college community accepts it with sincerity and at least a modest degree of enthusiasm.

Whatever the intended change, it will generate resistance. Change generates some predictable patterns of human behavior. Instant anxiety is the most prevalent reaction. Those to be affected by the change are concerned whether the new will be better than the familiar since no one can know the outcome of change for certain. There will usually be a spectrum of views relating to the significance of the threat posed by the intended change. The views are based upon the personal stake each has in the possible outcomes of the proposed change. Other general causes of resistance to change include inaccurate perception of the intended change, low tolerance for change by those hesitant to take risks, and objective disagreement with the substance of the intended changes.

The critical objective in overcoming resistance to change is to win the minds of those opposing change and to win with the least number of conflicts and casualties. The ideal is a win-win

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rather than a win-lose strategy. But one should never lose sight of the intended goal of change. Accommodation and appeasement of resisters to change are sometimes inappropriate and must give way to confrontation in order to challenge educators to embrace a change required for achieving excellence.

Once a college has successfully created an organizational climate appropriate for fostering change, the college must switch its focus to identifying change strategies for implementing the specific changes desired. To gain institution-wide commitment to pursuing the goal of excellence, it is necessary to understand the variety of possible causes for resisting change and to use this understanding to obtain the voluntary compliance of individuals being affected by the change. While no single technique for dealing with the resistance to change can be used in all situations, it is important to understand that a variety of such techniques do exist. These techniques are frequently more effective in combination than when used in isolation.

As a change agent at King's College, I have utilized a variety of specific change strategies to overcome resistance to change and to develop institution-wide commitment to achieving excellence. The challenge does not lie in developing faculty and administrative support to pursue the

general goal of excellence. The challenge lies in defining the goal of excellence precisely in terms of student learning outcomes and in introducing the curricular and pedagogical changes required to help students successfully meet these exit criteria at the point of graduation. An understanding of the use of change strategies to break down resistance to change at King's College may prove helpful to others in higher education who resolve to go beyond the rhetoric of excellence to implement the changes necessary to foster excellence in higher education.

   1. Participation. It is essential for innovators to recognize the human element - to recognize that it is people who make changes, sustain changes and determine the quality of change. if those who are to be affected by an intended change are able to participate in its development and implementation, their commitment to the success of the change tends to increase. On the other hand, individuals who decline the offer of an opportunity to participate in the introduction of a planned change, are less likely to resist the change. It is important for each person to feel part of the consensus arising out of a participatory process.[12]

   I have found the use of a modified matrix model, characterized by cross-organizational project teams, to be the most successful mechanism

for encouraging broad participation at King's College. In the first place, a team is a group of doers who plan and implement their own agenda as opposed to a committee that writes a report calling for someone else to do something. The project team in a matrix model crosses traditional organizational boundaries and provides a vehicle for forming a partnership between faculty and administrators. The project team concept encourages broader participation in institutional change by encouraging faculty and administrators to step outside the narrowness of their departmental perspectives and to encounter a variety of perspectives. Cross-organizational project teams require an organizational climate characterized by cooperation rather than by competition and conflict.[13]

2. Education. Relying on formal authority to overcome resistance to change tends to be self-defeating and is limited by the tendency for resistance to be camouflaged.[14] The use of authority may even intensify feelings of hostility and resistance. It certainly can contribute to making change superficial and transitory rather than substantial and enduring. Relying on the use of manipulation strategies is even more undesirable since such behavior can destroy the atmosphere of trust. Trust is one of the most critical conditions for creating a positive climate for change.

Intelligent people require information in order to develop an understanding of any proposed change. Time for investigation, questions, dialogue and reflection are essential. As a change agent, I have recognized these educational needs for members of the King's College community. Relying on this educational process has helped to develop an institution-wide awareness and understanding of the steps that need to be taken if a college is serious about defining excellence in terms of desired student learning outcomes.

The educational process also provides an appropriate setting for maintaining constructive communication with those who hold opposing views. Every change agent should recognize the impossibility of possessing total truth and therefore should seek to clarify and to refine his or her own thinking by being challenged by those with opposing views. This openness also helps to communicate sincerity and respect for the role of disputation as a legitimate part of academic life.

I have invested heavily in the use of oral communication as the chief means of developing the level of understanding required to overcome resistance to change. Oral communication permits a change agent to monitor the non-verbal response of the audience, to immediately respond to confusion caused by lack of information or the

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ambiguity of language, as well as to lower any anxiety produced by fear of the consequences of an intended change. Effective communication is a key factor in educating a college community - in developing an appropriate consciousness, understanding, and support for change. The use of oral communication is a strategy which is uniquely appropriate and effective in the small college setting.

3. Incremental Change. An error often occurs when a change is introduced in an atmosphere of haste and urgency. In such an environment, alternative implementation strategies have frequently not been thoroughly examined. In a process as complex as education, it is usually not possible to implement all the components of a desired change simultaneously. Important changes in higher education can best be implemented by using an incremental approach. Breaking down a large change into a series of discrete changes that occur sequentially over time, is a powerful strategy for reducing resistance to change.[15] Many people are frequently frightened by the magnitude of an intended change and by the uncertainty involved in abandoning the known for the unknown. Because incremental change is less threatening,it provides more stability and consequently reduces resistance to change.

I have found at King's College that the strategy of pilot testing desired changes to be highly ef-

fective in overcoming much of the resistance to more comprehensive change. This approach allows the feasibility of the intended change to be demonstrated before moving on to the next in a logical sequence of incremental changes. There is also something tentative about a pilot test that does not require faculty quite so forcefully and abruptly to abandon past practice.

4. Preparation. Many changes with a high potential for contributing to the pursuit of excellence in higher education have failed because these changes have been introduced prematurely. Successful change in higher education must be planned change. An academic leader should never ask faculty to implement a change which faculty believe they are unprepared professionally to carry out. Excellence in education requires competence not only on the part of students but also on the part of faculty. Faculty self-confidence is essential to gaining an institution-wide commitment to achieving excellence through change.

Directed and focused faculty development has been a significant ingredient in preparing King's College faculty to successfully implement academic change. Faculty want to be adequately prepared. They do not want to experience professional embarrassment. Administrators demonstrate an important form of supportive behavior

when they assign a high priority to faculty development.

The words "directed" and "focused" are important for identifying clear objectives for faculty development projects. Group training for faculty in computer literacy, critical thinkin or writing across the curriculum are examples of the kind of training required of faculty who wish to take responsibility for the total education of students. On a more personal level, faculty growth contracts are an effective means of relating an individual faculty member's objectives to institutional objectives in a context of a multiple-year development plan. Faculty growth plans can also be used to encourage faculty to take risks by experimenting with new student-centered teaching/learning strategies.

5. Rewards and Incentives. Incentives are particularly useful forms of motivation to entice faculty members to engage in change. A successful incentive may be anything the potential resister values.[16] This may include temporary or permanent salary increases, stipends, fringe benefits, better schedules or working conditions, time off. and a variety of other motivators available for use by an academic administrator.

Although incentives are important in initiating change, rewards are equally important for sus-

taining change. The reward system of a college should parallel the contextual definition or criteria of excellence for that institution. Criteria of excellence that assign importance to effective teaching need a parallel priority in the criteria for tenure, promotion and salary. Faculty members and administrators who wish to promote excellence on their campus should expose the institutional hypocrisy of sanctioning appropriate criteria of excellence while simultaneously negating the behaviors required to achieve that set of criteria by the presence of a contradictory reward system.

I have found the use of incentives and rewards to be very effective at King's College as a means of reinforcing faculty good will, sense of professional pride, and sincere dedication to educating students. I do not believe, however, that the use of incentives and rewards will result in sustained change if these more noble factors are not first present for faculty. The worst kind of environment for fostering successful change is one which reduces all faculty effort to the cash nexus. It is equally true, however, that those faculty who consistently support and implement desired changes need to know that their efforts are appreciated.

6. <u>Achieving Critical Mass</u>. Vilfredo Pareto set forth nearly a century ago the rule of the trivial many and the critical few. This rule provides help-

ful insight to those attempting to implement change in higher education. It is indeed true that on most college campuses the critical few can easily be identified as the initiators of change. But it is a so true that initiators of change frequently fail in their quest. An explanation for this failure can often be found in neglecting to gain the support of the critical mass of faculty required for achieving successful organizational change.

The concept of critical mass is different from that of the simple majority. The critical mass is comprised of faculty leaders and opinion-makers who have the ability to attract the support or to enjoy the tolerance of other faculty. It is necessary for the successful initiators of change to understand the politics of change on their campus and especially the need to win the support of key faculty leaders and opinion-makers before attempting to initiate change.

The concept of the critical mass is one that has been especially useful for implementing successful change at King's College. Acting in my role as change agent, I have helped faculty leaders to understand and to validate a definition of excellence based upon student learning outcomes. This special attention to winning over the critical mass of faculty has included strategies such as one-on-one discussions, establishing faculty developme it

programs to heighten consciousness of the need for change, and involving faculty leaders in pilot projects relating to the desired changes. Gaining the initial support of a critical mass of faculty at King's College has helped to develop majority faculty support or at least tolerance for the magnitude of academic change currently being introduced.

7. Resources. Excellence in higher education cannot be achieved by wishing or by good will alone. Permanent and significant changes usually require a change in the allocation of existing resources or the acquisition of new resources. This condition serves as a major impediment to change on many campuses because of the political truce surrounding the resource allocation process among faculty, departments and schools.

The ability of a college to place planning ahead of budgeting - to focus on what the institution should be doing rather than on what it can afford to do - is a necessary condition for achieving excellence in higher education. The budgeting question placed sequentially ahead of planning causes people to think restrictively and non-strategically of the institution doing the same things in the same way. When the planning question is placed sequentially ahead of budgeting, people are invited to dream, to wish, to change, and to shape the institution's future in the most positive

way possible. This permits the allocation of resources to respond to prioritized planning objectives and to identify priorities for grantsmanship and development. The ability to respond effectively to assigning resources according to changing institutional priorities permits a college to move into a planned future characterized by qualitative academic growth. Achieving excellence in higher education requires an institutional commitment to academic integrity and responsiveness to social changes rather than to mere physical survival. Institutional resources must be reallocated to support new priorities for the implementation of successful change.

The 1984 annual meeting of the American Association for Higher Education focused on what educators could learn from business. George Keller, author of Academic Strategy,[17] described the new style of academic management supported by strategic planning. Robert Waterman. who coauthored with Thomas Peters the best seller In Search of Excellence,[18] identified the eight characteristics shared by twenty-five successful major corporations and asked educators to consider whether there might be a message here for higher education. As I listened to both speakers, I could not help but reflect upon the fact that what they were suggesting as an agenda for the future of higher education was already operational and bearing fruit at King's College.[19]

PREPARING THE FACULTY TO MEET THE CHALLENGE OF CURRICULAR CHANGE

Changing the curriculum is in reality defining a college. In the final analysis, curriculum is a "focal point from which every facet of institutional life emerges."[20] The curriculum reflects a college's philosophy and operational commitment to students. It should also reflect its blueprint for achieving excellence. Many colleges have sought to change the curriculum by a piecemeal approach. These changes all too often are only cosmetic. They do not affect the quality and quantity of learning that takes place for students. They do not address issues of quality, integrity, and coherence in undergraduate education. A comprehensive action plan is needed.

To revise the curriculum is to renew the faculty. At least, that is the way it should be. Unfortunately, many curricular revisions take place only on paper. New course titles and new syllabi may appear, but faculty continue to teach the same courses as before and in the very same way. This results in the same fragmented learning experience for students who will need to be able to make connections in an increasingly complex and disconnected technological society.

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What is the explanation for a faculty's failing to meet the challenge of meaningful curricular change? I believe that two factors are key: first, the failure of faculty to focus on specific goals for the curriculum defined by desired student learning outcomes; and second, the failure to develop new teaching/learning strategies appropriate to helping students achieve the desired learning outcomes. Meaningful curricular change cannot be divorced from teaching and learning. A curriculum should be a plan of learning that includes goals as well as specific strategies by which students may achieve those goals. The success of the King's College faculty in conceptually linking curriculum, pedagogy and assessment has resulted in substantial and significant academic change.

Planning for successful change requires patience and perseverance. King's College benefitted greatly from the insights derived from its use of the academic planning model developed in conjunction with the Quality Undergraduate Education Project (Project QUE) the Cou..il o. independent Colleges.[21] Many ideas for improving the quality of American educ...on have failed because they were imp' ented prematurely. The QUE model recognizes the need to slow down the rate at which a college implements academic change in order to develop distinctive campus programs that build on an institution's strengths. King's College developed a four-year, life develop-

ment/career planning program through its partici-
pation in Project QUE (1980-1984). The cross-or-
ganizational project team model was utilized to
develop and to implement this program.

King's College has also been successful in
implementing a new outcomes-oriented core cur-
riculum and a course-embedded assessment
model because it took the time to prepare its fac-
ulty to meet the challenge of meaningful curricular
change. Five years of faculty development pre-
ceded the first discussions of possible changes in
the curriculum. Faculty needed time both to de-
velop consciousness of the need for change and to
envision the specific kinds of possible changes
which would enable the College to successfully
pursue its goal of excellence. The concept of as-
sessment was introduced only after faculty had
agreed upon the design of an outcomes-oriented
curriculum.

Good planning requires that goals be clearly
defined. The King's College faculty needed time to
wrestle with the goal of excellence. The rhetoric of
excellence exists throughout all of higher educa-
tion today. The important question is what does
excellence really mean. More specifically, what
does it mean within the context of King's College?
The goal of excellence will always remain mere
rhetoric unless it can be precisely defined and ob-
served. King's College has historically served first

generation college students. Its faculty has defined itself as a teaching faculty. Its students have experienced academic success in college and after graduation in business and the professions. The historic strength of King's College has been the academic and personal growth experienced by its students. Yet some faculty continued to embrace an elitist view of educational excellence defined by the ability of the College to attract only those students with the highest academic profile.

This elitist definition of excellence fails to differentiate between institutional excellence and excellent students. Although the traditional elitist definition of excellence frequently interchanges the two, institutional excellence must focus on the quality and quantity of learning that takes place for students and whether the College has helped students to realize their full academic potential. The appropriate definition of excellence for King's College—and I suspect for 90% of all other colleges in America—is to focus on learning outcomes: a measure of what actually happens to students while attending college. A clear articulation of desired exit criteria for graduating students and the specific means by which a college helps students to meet those criteria are the essential ingredients for developing a definition for excellence defined by learning outcomes.

A learning outcomes approach to defining excellence requires that faculty in all disciplines accept responsibility for the total education of students. Faculty cannot simply want students to transfer and to develop further their liberal learning skills. Faculty members must be prepared to change the learning environment for students in their own classrooms from a passive to an active mode. This requires that faculty redesign the use of class time, assignments, examination questions, and set forth clear expectations for students regarding the application of appropriate transferable skills of liberal learning to their courses.

Faculty development is essential to prepare faculty for such a comprehensive change. They must not only understand the need for a particular change but also feel confident of their ability to implement change. The goal of the faculty development program at King's College was to prepare the faculty to successfully implement an outcomes-oriented core curriculum. Modeled after its very successful Writing Across the Curriculum faculty training program, King's College has provided faculty development programs in Critical Thinking, Computer Literacy, and Valuing. Additional programs are being planned in Quantitative Analysis, Library and Information Technologies, Effective Oral Communication and Problem Solving Strategies.

These programs have helped faculty to develop consciousness of the need for curriculum change as well as to develop appropriate strategies to implement desired pedagogical changes. Faculty also gradually recognized that learning needed to be more structured, more integrated, and more consciously cumulative in order for students to meet their higher expectations. The faculty also began to sense that they needed to become more explicit about desired learning outcomes for students and to build more consciously on what students had learned in previous courses. Most importantly of all, faculty recognized that students needed to practice and to develop further the transferable skills of liberal learning throughout their entire undergraduate experience—both in the core curriculum and in their major fields of study.

The approach which King's College has used in its faculty development programs can best be illustrated by the first program implemented— Writing Across the Curriculum. All other faculty training programs for the transferable skills of liberal learning have followed this model. The model was developed by John Ennis, Associate Professor of English, who has also served as the faculty trainer since the inception of the program in 1980.[22]

The initial faculty group utilized a semester seminar approach designed by Professor Ennis in

his role as writing specialist and faculty trainer. In this format, four faculty members, one each from the divisions of Humanities, Social Science, Natural Science, and Business, met with the writing specialist to practice writing and to develop writing strategies to be used in specific courses. While other elements of the program have changed considerably, the small group meeting has remained a constant of the program and one which the faculty involved feel is one of its strengths. The original group met once a week during the semester, each member receiving a course reduction to work in the program. Since that time, however, a more time-intensive model has been used.

Before beginning the project, Professor Ennis surveyed the faculty to determine the kinds of student writing assignments most frequently given by faculty, the problems faculty perceived in student writing, and the help the faculty felt was needed to improve student writing As a result of this survey the initial faculty group developed these objectives:

- To improve the quality of one's own writing by experiencing the process of writing both in practice and understanding;

- To learn to identify student writing problems in a particular discipline and the ways to respond to them effectively;

- To develop a bibliography for faculty use in understanding writing theory and the application of this theory to writing assignments;

- To develop writing assignments that are consistent with course objectives and that enable students to use writing as a learning tool.

What happened within the meetings involved writing, sharing writing, reading drafts, experiencing the writing process, reading theory articles, analyzing student writing, analyzing the thinking demanded by various assignments, and analyzing how genres in the various disciplines create writing constraints The meetings were workshop-oriented and as practical as possible.

While the writing specialist responded to the particular needs and interests of each group, at some point each group worked on the following topics: faculty attitudes toward their own writing, faculty attitudes toward student writing, faculty perceptions of problems in student writing, the writing process, expressive and transactional writing, journal writing, strategies for using graded and ungraded writing, peer editing strategies for assignment making, and evaluation techniques.

Faculty worked at developing assignments which would challenge students and give them

practice in necessary analytic and evaluative skills. For example, a faculty member in social sciences developed assignments in which students would have to infer information from data and submit reports based on that information. A historian developed role-playing assignments, asking students to discuss and evaluate issues from the point of view of a specific historical personage. One faculty member in chemistry, concerned that his students be able to write abstracts, divided the class into lab pairs. One partner wrote the lab report one week and gave it to his partner who would then abstract the paper. The following week, they reversed roles. In this way, the instructor was able to focus on necessary skills without unduly increasing the number of student papers he would have to read.

It should not be expected that all faculty members will respond with an equal enthusiasm to helping students transfer liberal learning skills across the curriculum. Product-oriented faculty, those whose highest priority is covering material rather than developing student understanding, are generally not pleased with a process-oriented approach. There are also some faculty who cannot function within groups or who cannot use group techniques in class. A faculty trainer should concentrate on those faculty who are best able to benefit from the work of the seminar and not be overly concerned with those who will not be able,

for one reason or another. to implement the techniques. When a specific change comes to characterize the academic experience for students at a college, most reluctant faculty will eventually accept the change.

As a result of this project, the faculty at King's College has gained several important insights into the use of a writing as learning tool. First, for many faculty writing is not an easy task, and some find it difficult to work in seminars in which there is a sharing of writing. The writing resource person must work with this anxiety in as non-threatening a way as possible. Faculty must gain confidence in their own writing because they will not use writing as a learning tool for their classes unless they see it as an important and vital part of their own learning experience. Thus, the success of King's program is directly related to the faculty perception that writing is an important learning tool for all.

Second, it is mos* important that the initial group of faculty have a vital experience so that they promote the project. For the first group, faculty should be selected who are interested in teaching and who have the respect of the other faculty. There should be a mix of tenured and untenured, and they all must be people who are able to work in groups. Above all, they must be

perceived as good faculty members who are concerned about becoming better. Faculty development should never be perceived as a remedial program for "problem" faculty members.

Third, the writing resource person must be able to offer a variety of strategies. Writing/learning experiences which do not require a tremendous increase in teacher time but which add to student learning are vital. The resource person must also be flexible enough to deal with the concerns of the group. Because this project asks for a change in thinking about the role of writing in the classroom, it can open up faculty dialogue on teaching/learning. For many faculty, this was the first opportunity to discuss vital classroom issues in a non-threatening atmosphere. Such discussion is important and must be nurtured.

The writing across the curriculum project helped faculty at King's College to embrace the idea that writing is a unique mode of learning and that writing can be used as a learning tool in classes in all disciplines. Faculty came to recognize that writing should not be the "burden" of the English department but should be an integral teaching strategy for all faculty. This faculty perspective has, subsequently, been expanded to embrace a responsibility for the total education of students at King's College by incorporating the other transferable skills of liberal learning into

courses across the disciplines.

The effectiveness of the writing across the curriculum projec* at King's College is reflected in the development of its outcomes-oriented co. e curriculum. The syllabi for courses reflect the concern for writing as a learning tool not only in the amount of writing required, but also in the variety of modes and formats. The same effect can be seen resulting from the faculty development programs for the other transferable skills of liberal learning. The subsequent new core curriculum reflects faculty consciousness of the need to explicitly relate teaching/learning strategies to desired learning outcomes in the curriculum. Taking time to prepare the faculty to understand the need for change and to provide training to make them competent to implement new pedagogies has resulted in the successful implementation of an outcomes-oriented core curriculum at King's College.

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CHAPTER I - NOTES

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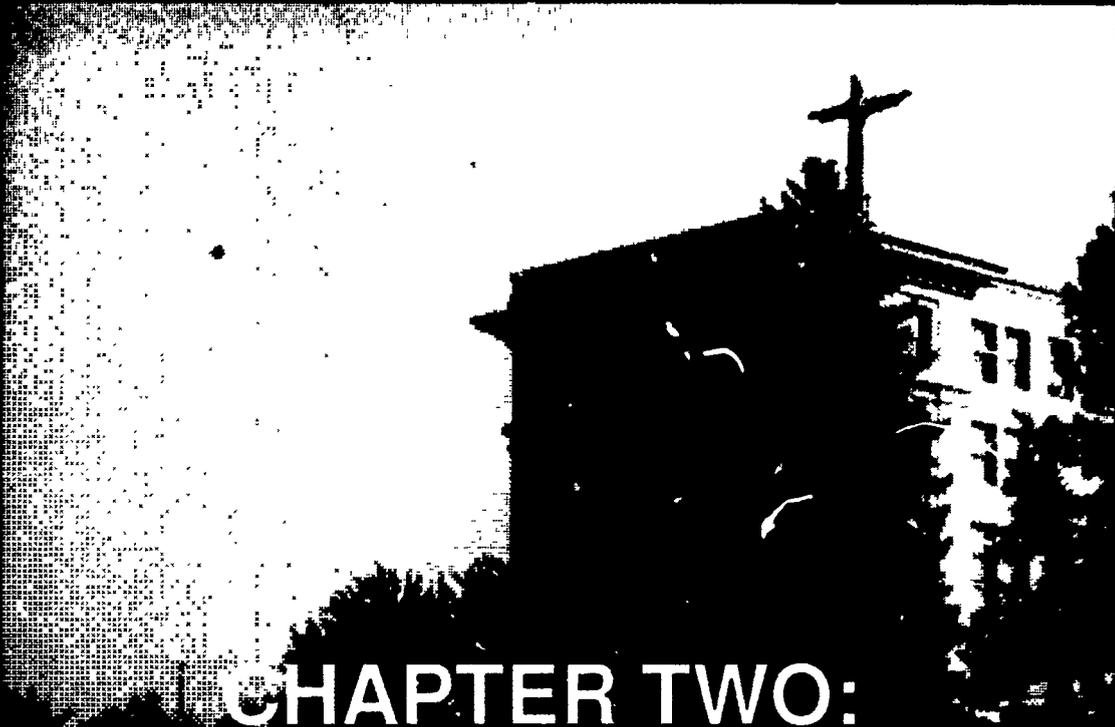
CHAPTER TWO:

CURRICULUM AS AN INTEGRATED PLAN OF LEARNING - I

CONCEPTUALIZING THE CURRICULUM

Education in most colleges and universities is fragmented. Students experience the curriculum as a collection of courses rather than as an integrated plan of learning. This encourages students to compartmentalize their learning rather than to make connections. Higher education today graduates students with discipline-based minds who will need to function in an increasingly complex and inter-disciplinary environment in the 21st Century. Learning to make connections should be a high priority for all students.

The outcomes-oriented core curriculum implemented at King's College in 1985 is a significant departure from its previous core curriculum implemented in 1972. The curriculum designed in 1972, in keeping with the spirit of the 1970's, emphasized student choice through distribution requirements. Within a few years, this core curriculum degenerated into a smorgasbord of learning. Questions of quality and coherence in undergraduate learning were not being addressed effectively. Other than featuring freedom of choice for students, the curriculum only vaguely defined the educational philosophy behind it and failed to define specific learning outcomes expected of students. Rather than

systematically studying what was most essential, students frequently avoided developing their abilities beyond the minimal expectations of faculty. The excessive emphasis on freedom of choice worked against any idea of cumulative learning for students.

The faculty at King's College responded boldly. The faculty development programs on transferring liberal learning skills across the curriculum and on developing student-centered teaching/learning strategies prepared the King's College faculty to approach curriculum with a new perspective. When the faculty began working on the design of a new core curriculum in 1982, the curriculum committee decided that the design would be one that was conceptual as well as one that addressed the real educational needs of students for a more systematic and integrated learning experience. This was not to be a curriculum arrived at through the traditional path of faculty politics and sorting out of turf questions.

Faculty members wanted to reconceptualize and to revitalize liberal learning by designing a new general education core curriculum emphasizing student learning outcomes. This core curriculum would be common to all students regardless of their major field of study and would represent half of the total credi ` needed for graduation. The

amount of time devoted by students at King's Col-
lege to course work in the core curriculum reflects
the faculty's commitment to the contribution of lib-
eral learning to educating the whole person.

The curriculum committee recognized that
faculty need to assume responsibility for deciding
what students should learn. The prior experience
with the 1972 core curriculum emphasizing student
choice indicated that there is frequently a differ-
ence between what students want to study and
what students need to study in order to acquire the
characteristics of a liberally educated person. This
realization encouraged the design of a structured
curriculum that limited student choice of courses in
favor of a common learning experience.

In order to move beyond the politics of cur-
riculum change, the Curriculum Committee de-
cided that all courses to be included in the new cur-
riculum had to be newly designed courses. All new
courses were subsequently designed by faculty
project teams comprised of faculty from more than
one discipline. The starting point for each faculty
project team was articulating the desired student
learning outcomes. Only after reaching this con-
sensus about desired learning outcomes did the
project teams identify the course content most
appropriate for students to realize these learning
outcomes. Faculty also recognized that the total

design of a course syllabus required identification of an appropriate pedagogy to insure that students would become active learners. The conscious design of assignments and examinations requiring application of liberal learning skills to specific disciplines seemed to faculty to be both reasonable and desirable. It also became clear that the evolving concept of cumulative learning required that students experience the curriculum according to a specified scenario.

In the spirit of liberal learning, all the courses in the core curriculum are designed for non-majors. These courses are definitely not the first courses students take in their major programs. They are managed by cross-departmental faculty project teams. Organizationally within King's College, these courses belong to the core curriculum and not to individual departments.

The core curriculum at King's College focuses on three principal liberal learning areas: 1) Transferable Skills of Liberal Learning; 2) Knowledge, Traditional Disciplines and Interdisciplinary Perspectives; and 3) Responsible Believing and Acting. Some components of the curriculum are addressed in specific core courses designed for this purpose while others are carefully integrated modules in a variety of courses.

KING'S COLLEGE CORE CURRICULUM

I. THE TRANSFERABLE SKILLS OF LIBERAL LEARNING

CRITICAL THINKING   (3 CREDITS)
    CORE 100 AND CCUPSE MODULES

CREATIVE THINKING AND PROBLEM
SOLVING STRATEGIES
    COURSE MODULES

EFFECTIVE WRITING   (3 CREDITS)
    CORE 110 AND COURSE MODULES

EFFECTIVE ORAL COMMUNICATION   (3 CREDITS)
    CORE 115 AND COURSE MODULES

QUANTITATIVE ANALYSIS
    CORE 120 AND COURSE MODULES   (3 CREDITS)

COMPUTER LITERACY
    CORE 110L (WORD PROCESSING WORKSHOP)
      AND COURSE MODULES

LIBRARY AND INFORMATION TECHNOLOGY COMPETENCY
    COURSE MODULES

VALUES AWARENESS
    CORE 180-189 AND COURSE MODULES

The Center for Advisement and Student Development (CASD) offers a variety of courses in writing, critical thinking, speech, and mathematics. Students are assigned to these courses based upon assessments administered during the summer advisement sessions. Students must use elective credits to enroll in CASD courses in preparation for successful completion of required courses in the core curriculum.

COMPREHENSION SKILLS   (3 CREDITS)
    CASD 201
WRITING AND LANGUAGE SKILLS   (3 CREDITS)
    CASD 203
BASIC SPEECH   (3 CREDITS)
    CASD 207

II. KNOWLEDGE, TRADITIONAL DISCIPLINES AND
    INTERDISCIPLINARY PERSPECTIVES

    CIVILIZATION: HISTORICAL PERSPECTIVES I AND II
                                            (6 CREDITS)

        CORE 130:   AMERICAN CIVILIZATION
            OR
        CORE 131.   WESTERN CIVILIZATION

            AND
        CORE 132:   THE TWENTIETH CENTURY:
                             A GLOBAL PERSPECTIVE

    FOREIGN CULTURES   (3 CREDITS)

        CORE 140:   FOREIGN CULTURES
            OR
        ONE OF THE FOREIGN LANGUAGE COURSES
        NUMBERED CORE 141 THROUGH 149

    HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS I AND II
                                            (6 CREDITS)

        CORE 150:   HUMAN BEHAVIOR AND SOCIAL
                             INSTITUTIONS

            AND
        CORE 151:   AMERICAN GOVERNMENT
        CORE 152:   CONTEMPORARY SOCIAL ISSUES
        CORE 153:   THE ECONOMIC WAY OF THINKING

OR
CORE 154:   PSYCHOLOGICAL DYNAMICS AND
            SOCIETY

LITERATURE AND THE ARTS I AND II

    CORE 160:   LITERATURE AND THE ARTS

    AND
    CORE 161:   THE FINE ARTS OF PAINTING AND MUSIC
    CORE 162:   FOREIGN LITERATURE IN ENGLISH
    CORE 163:   HISTORICAL PERSPECIVES IN LITERATURE
    CORE 164:   LITERARY MODES AND THEMES
      OR
    CORE 165:   THE THEATRE EXPERIENCE

NATURAL SCIENCES I AND II

    CORE 170:   NATURAL SCIENCE

    AND
    CORE 171:   ASTRONOMY
    CORE 172:   CHEMISTRY AND MAN
    CORE 173:   CONTEMPORARY BIOLOGY
    CORE 174:   HUMAN BIOLOGY
    CORE 175:   HUMAN GENETICS
      OR
    CORE 176:   PRINCIPLES OF ELECTRONICS

III RESPONSIBLE BELIEVING   (3-6 CREDITS)

    CORE 180:   CATHOLIC PERSPECTIVES ON
               BELIEVING (THEOLOGY)

    CORE 181.   FUNDAMENTALS OF PHILOSOPHY
               (PHILOSOPHY)

    CORE 182:   NEW TESTAMENT PERSPECTIVESS ON
               BELIEVING (THEOLOGY)

| CORE 183: | OLD TESTAMENT PERSPECTIVES ON BELIEVING (PHILOSOPHY) |
| CORE 184: | PHILOSOPHY OF HUMAN NATURE (PHILOSOPHY) |

RESPONSIBLE ACTING   (3-6 CREDITS)

CORE 185:	BASIC CHRISTIAN ETHICS (THEOLOGY)
CORE 186:	CHRISTIAN MARRIAGE (THEOLOGY)
CORE 187:	ETHICS, BUSINESS, AND SOCIETY (PHILOSOPHY)
CORE 188:	FAITH, MORALITY AND THE PERSON (THEOLOGY)
CORE 189:	RIGHTS, JUSTICE, AND SOCIETY (PHILOSOPHY)

IV. ELECTIVES   (15 CREDITS)

TRANSFERABLE SKILLS OF LIBERAL LEARNING

The approach developed by King's College to teaching the transferable skills of liberal learning provides a good example of the curriculum as a plan of learning rather than as a mere collection of courses. It also serves as an example of cumulative learning throughout the curriculum and of an integrated approach to learning.

The core curriculum identifies eight transferable skills which King's students are expected to master. These are not necessarily skills in the strictest sense of that word, but rather habits of learning. Habits of learning are those abilities, skills, ideas and moral dispositions that shape a person's mental actions. The eight transferable skills reflect traditional liberal learning abilities and new technological skills. Both are necessary for the educated person who will live and work in the 21st Century:

. Critical Thinking
. Creative Thinking and Problem Solving
   Strategies
. Effective Writing
. Effective Oral Communication

. Quantitative Analysis
. Computer Literacy
. Library and Information Technologies
. Values Awareness

One of the most unique features of the core curriculum implemented at King's College is its approach to helping students master these eight transferable skills of liberal learning. Faculty in each major program have designed four-year Competence Growth Plans for students majoring in their respective disciplines. The Competence Growth Plans link learning in the core curriculum with learning in a student's major program. Each Competence Growth Plan begins to develop mastery of one of the eight transferable skills of liberal learning on a generic level through the core curriculum. Then the Competence Growth Plan establishes the expectation for students to transfer and to develop further this liberal learning skill by making appropriate applications throughout the core curriculum and their major program of studies.

Since the core curriculum is common to students in all major programs, the generic competence level for freshmen are essentially the same for the specific Competence Growth Plans developed by the faculty in each major program. This facilitates freshmen and sophomore students changing majors and permits the College to

respond to the needs of the large number of exploratory freshmen entering King's College each year. The set of eight Competence Growth Plans provides each entering freshman expressing interest in a specific major program a clear understanding of the expectations departmental faculty have for senior majors. Competence Growth Plans also provide a specific plan or map for students to follow in order to develop the necessary level of competence to meet faculty expectations. Students receive constant feedback on their progress from a comprehensive assessment program comprised primarily of course-embedded assessment strategies.

All Competence Growth Plans have been designed using the same basic format. Each plan sets forth a series of specific competence descriptions or objectives for student majors to master sequentially from freshman through senior year. The Competence Growth Plans identify courses in the core curriculum and major program that will help students successfully meet these objectives. The plans also identify the specific assessment strategies and criteria to be used in assessing a student's level of mastery. Each Competence Growth Plan concludes with a comprehensive statement indicating the level of competence expected of senior majors prior to graduation. Examples of Competence Growth Plans for stu

dents majoring in Marketing are provided in Appendix A in order to illustrate how this concept works in a specific academic major.

Critical Thinking Across The Curriculum

The faculty began to consciously explore critical thinking after two groups of King's College faculty members in successive summers attended the University of Chicago's Institute on Critical Thinking. The all-embracing definition of critical thinking offered at the University of Chicago made it difficult to envision how to introduce students effectively to such a complex and comprehensive process. The problem of adequately defining critical thinking has subsequently resulted in its being defined quite differently on a variety of college campuses and in a variety of college textbooks. This only adds to the confusion in higher education about teaching critical thinking. It does, however, reveal the need for each college faculty to define critical thinking for its own students as a necessary first step.

When King's College formed its critical thinking faculty project team to support the implem-

entation of its new outcomes-oriented core curriculum, the faculty decided that it was best to focus initially on the integration of logic and rhetoric—the challenge of thinking clearly within the context of the ambiguity of language. The members of the project team consciously set aside the areas of creative thinking and problem solving strategies for separate consideration at a later date as one of the other eight transferable skills of liberal learning. The option remains to join the two at a future date as part of a more comprehensive and integrated definition of critical thinking.

One of the current debates in higher education centers around whether critical thinking can be effectively taught in a separate focus course or only within the context of a content course offered in a specific discipline. I think it is unwise to see this question as an either/or choice. The question arises in part due to the failure to see curriculum as an integrated plan for cumulative learning. Teaching critical thinking is most effective if both approaches are utilized. There are aspects of critical thinking which can be taught to students initially in a special focus course. This can be done while still recognizing that higher levels of critical thinking must be related to the frameworks provided by the disciplines. Conceptualizing the curriculum as a plan of learning makes possible a sequential, integrated and developmental ap-

proach to educating students. Faculty have long understood this to be true for the major program of studies. They need to understand that it is equally valid for liberal learning in the core curriculum.

All freshmen at King's College are introduced to critical thinking through a separate focus course (Core 100). This course serves as a foundation for faculty in the disciplines to teach critical thinking across the curriculum. The expectation for students to master critical thinking is reflected in the four-year Critical Thinking Competence Growth Plans designed by faculty in each major program. It is also reflected in the specific assignments, exam questions, and student-centered teaching/learning strategies introduced by faculty in courses in the core curriculum and in major programs.

King's College faculty members believe that this indepth introduction to critical thinking is important due to the absence of a prior high school experience in disciplined thinking for most entering freshmen. The freshman course in critical thinking introduces students to the process by which one develops and supports beliefs with clear, unambiguous arguments and evaluates the soundness of the arguments of others in real-life situations. The course provides students with practice in inductive and deductive reasoning, presentation of sound

arguments in oral and written form, and analysis of the use of language to influence thought. George Hammerbacher, project team leader for critical thinking and professor of English, has developed study guides to help freshmen write critical essays and argumentative essays. Both of these guides can be found in Apper,dix B. The critical thinking course concludes by helping students anticipate the application of the critical thinking process in specific disciplines across the curriculum.

Faculty project teams responsible for each competence area and/or related core curriculum courses are continually involved in monitoring implementation of the core curriculum. At the request of the critical thinking project team, Henry Nardone, professor of philosophy, designed and implemented a structured interview process during the summer of 1987 to determine the views of faculty in all disciplines regarding the approach and content for the freshman critical thinking course. The sense of the King's College faculty was clear. The following topics should be stressed in order to provide a foundation upon which they could further develop the critical thinking abilities of students in their own disciplines: recognizing arguments; recognizing assumptions; understanding the relevance of language to argument; evaluating kinds of evidence; writing argumentative essays, and being prepared to recognize the

unique aspects of critical thinking in each of the disciplines.

As a result of on-campus faculty development programs on critical thinking across the curriculum and attendance by faculty at national workshops and conferences on critical thinking, the King's College faculty was prepared to implement critical thinking across the curriculum. The faculty recognized the need to encourage students to apply and to further develop their mastery of critical thinking in a variety of disciplines through courses in the core curriculum and advanced courses in each major program. The King's College faculty used their understanding of the freshman critical thinking course as a foundation upon which to build. They have also been able to incorporate new student-centered teaching/learning strategies aimed at encouraging students to become active rather than passive learners. It is difficult to understand how faculty can expect students to master critical thinking if they do not adopt active learning modes for students in the classroom. Passive modes of instruction may be appropriate for transmitting information, but active modes of instruction are needed to foster critical thinking habits for students.

The developmental process for mastering critical thinking as a habit of learning is reinfo ced

for students by Competence Growth Plans. The four-year Critical Thinking Competence Growth Plan designed by Bill J. Lutes, associate professor of sociology and criminal justice, for students majoring in Criminal Justice can serve to illustrate the developmental process. The detailed Competence Growth Plan is provided in Appendix C.

The freshman year objectives establish an expectation that criminal justice students will be able to demonstrate an understanding of critical thinking as a process as well as its specific application in the social sciences. The freshman year Critical Thinking Competence Growth Plan for students majoring in criminal justice incorporates student learning in three core curriculum courses - one in critical thinking and two in social science. Faculty provide students with feedback on their progress toward meeting freshman year critical thinking objectives through specific course-embedded assessment strategies counting as part of the student's final grade in each course.

The critical thinking objectives for criminal justice majors during sophomore year establish an expectation that students will be able to critically evaluate and to apply social science methodology to a specific research project as a demonstration of critical thinking in the social sciences. Students pursue these objectives in two required social

science courses and the fii st required course in the criminal justi e curriculum. Feedback is provided students once again through course embedded assessment strategies and the sophomore-junior diagnostic project.

Critical thinking objectives for criminal justice majors during their junior and senior years focus on more sophisticated and more specific application of critical thinking to issues ano problems in criminal justice. Faculty provide students with a summative evaluation of their mastery of departmental critical thinking objectives in a required senior seminar. Successful completion of the four-year Competence Growth Plan should enable students to demonstrate their mastery of critical thinking skills at the level set forth by the criminal justice faculty in its competence statement for senior majors:

Students majoring in criminal justice will be able to understand and apply critical thinking skills to general social concerns, understand the relationship between critical thinking and the social science methodology of their discipline, apply critical thinking skills to authorative and scholarly opinion concerning the discipline and

syst n components, and develop a
critical understanding of the prob-
lems, practices, and issues which
characterize criminal justice as a
discipline.

Assessment of critical thinking for students
is only one of the competencies that is being
assessed by criminal justice faculty members as
part of a senior level, performance-based, inte-
grated assessment experience. Criminal justice
faculty make a holistic judgment of each student's
ability to transfer liberal learning skills to his or her
major field of study as well as to demonstrate
mastery over the methodology and subject matter
of the major field of study. This senior level
assessment experience for student majors is an
integral part of the senior seminar program in
crir nal justice.

Creative Thinking and Problem Solving
Strategies Across the Curriculum

The King's College faculty is just beginning
to explore a variety of aspects of creative thinking
and problem soiving strategies. The faculty con-
sciously set these dimensions of critical thinking

apart from its earlier work in order not to be overwhelmed by the scope of the definition for critical thinking encountered at the University of Chicago's Institute on Critical Thinking. Although faculty do not focus on these dimensions of critical thinking in the initial freshman course, it is clear that faculty have been consciously establishing expectations for students within courses being taught in the disciplines. The recent survey of faculty conducted by the critical thinking project team revealed the high priority faculty assign to fostering creative thinking and problem solving strategies for students in courses across the curriculum. The beginning stages of the faculty's exploration of creative thinking and problem solving strategies can serve to illustrate the process of implementing curriculum change at King's College.

Building upon the experience of faculty on the critical thinking project team and of faculty involved in applying critical thinking across the curriculum, I invited several faculty members to accept a reduction in their normal teaching load and an honorarium in lieu of summer school teaching to reflect on the meaning of creative thinking and problem solving in their respective disciplines. I also asked each to articulate specific teaching/learning strategies designed to foster these aspects of critical thinking for students. One faculty member in the social sciences explored a

sequence of learning experiences that could be utilized in existing courses in order to enhance the problem solving abilities of students majoring in the social sciences. Another faculty member in biology focused on redesigning the pedagogy for the introductory natural science course in the core curriculum for non-science majors in order to focus on problem solving strategies designed to illustrate scientific methodology. These projects of individual faculty members have been shared with colleagues in order to encourage discussion and further experimentation. Both faculty members will pilot-test their ideas in courses during the 1987-1988 academic year.

Interested faculty members in a variety of disciplines will also come together this year to form a project team to systematically explore creative thinking and problem solving strategies across the curriculum. King's College has used the project team approach to address the development of each of the transferable skills of liberal learning as well as each of the subject areas of the new core curriculum. The project teams are comprised of "doers" who set their own agenda and implement change. The concept of the project team in this respect is the opposite of the traditional faculty committee that frequently writes a report urging someone else to do something. The project teams not only initiate specific changes but also remain in

place to monitor implementation and to serve as an advocate for the specific liberal learning skill across the curriculum. The members of ʌ project team also serve as a support group for those faculty members who are experimenting with new implementation strategies.

One of the first questions that the project team for creative thinking and problem solving will address is whether the faculty should introduce students to these liberal learning skills on a generic level through a special course or whether appropriate levels of student competence can be achieved by developing course modules in a variety of disciplines. It is also possible that the freshman courses in critical thinking and quantitative analysis can incorporate problem solving methodologies. Specific subject matter courses could also be expanded to provide students with a focused introduction to creative thinking and problem solving strategies. The work of the project team is a necessary step prior to asking faculty in each major program to develop a four-year Competence Growth Plan. The concept of cumulative learning requires clear underst͞ nding regarding prior student learning in the core curriculum in order for a Competence Growth Plan to be effective.

During the initial stages of the faculty's exploration of specific transferable skills of liberal

learning, King's College has brought a variety of workshop leaders to its campus in order to share a variety of perspectives. About ne-fourth of the faculty have also attended off-campus workshops focusing on transferring a specific liberal learning skill into their own discipline or into a variety of disciplines. I believe it is most effective to send three or four faculty members to the same workshop or conference. Upon arriving back on campus, they can support one another in testing appropriate new directions and strategies designed to improve both the quality and quantity of learning for students. Colleagueship is an important resource and support for individual faculty members when they engage in risk-taking. An effective change agent needs to nurture these relationships.

As a change agent, I believe in the creativity of error. The successful implementation of an outcomes-oriented curriculum, complemented by a course-embedded assessment model, required creating a supportive environment in which faculty felt encouraged to experiment without the fear of failure. I have consciously managed the reward system to recognize faculty initiatives and risk-taking rather than rewarding only successful experimentation within the context of an institutional agenda that focuses on revitalizing and expanding the concept of liberal learning. This approach can

serve as a good example of adjusting the reward system to encourage faculty initiatives and to minimize the anxieties associated with risk-taking.

Effective Writing Across the Curriculum

The King's College faculty has long recognized the need to improve student writing. But as long as faculty believed that improving student writing was the sole responsibility of faculty in the English department, little progress could be made.

The process leading to a breakthrough in the thinking of faculty centered around the faculty development program in Writing Across the Curriculum initiated in 1980. This experience encouraged faculty in a variety of disciplines not only to embrace concepts such as using writing as a learning tool and understanding writing as process, but more importantly to recognize that writing needed to be a continuous and cumulative four year experience for students at King's College. Out of this early experience with writing grew the King's College strategy for providing students with a plan to master the transferable skills of liberal learning.

The College responded by developing the concept of four-year Competence Growth Plans.

All King's College freshmen are introduced to writing in a core curriculum course. Entering freshmen provide a writing sample during their individual summer advisement sessions. This writing sample, based on a writing prompt developed by the effective writing project team is scored holistically. This score in conjunction with other evidence (SAT score high school record, Standard Written English Score) is used for initially placing students in either CORE 110 (Effective Writing) in the core curriculum or CASD 203 (Writing and Language Skills) in the College's developmental learning program. Transfer students are assessed for placement purposes in the same way.

It is important in an outcomes-oriented curriculum that faculty focus clearly on the level at which a student can demonstrate mastery of a skill rather than a bureaucratic, "check-off-the-box" approach that simply focuses on courses taken, time spent, and credits earned. This means that the criteria for exit from the freshman writing course must be explicit. In a four-year curriculum in which faculty will expect students not only to write frequently but also to write effectively, no one is doing a student a favor by moving him or her along if that student has not first satisfactorily met

the established exit criteria. Faculty and students must be prepared to take learning seriously if competence is to be achieved by students during their undergraduate education.

Students enrolled in the CASD developmental learning course in writing are not permitted to leave the course at the end of the first semester unless they have met the established exit criteria which overlap those of the required writing course (CORE 110) in the core curriculum. Developmental learning students who are not able initially to meet the exit criteria, remain in the developmental learning course during the second semester until they experience success. These students do not receive additional course credit for the added time required to meet the exit criteria for CASD 203 (Writing and Language Skills).

Faculty teaching freshman writing courses use various pre-assessment strategies to determine student ability and attitude. These include writing histories, check-lists for writing anxiety, and additional diagnostic essay writing. Faculty score these elements on an individual basis and give feedback to students during writing conferences.

The freshman writing course is the type of course which attempts to develop writing proficiency through the completion of a substantial amount of writing and re-writing. Faculty help students to understand that writing is a process. The writing faculty provide students with frequent feedback by making careful assessment of individual writing projects. Faculty assign grades using the "Grading Pyramid" developed by the English department. The use of the Grading Pyramid has helped students to understand the criteria used by faculty to evaluate student writing as well as to understand what constitutes good writing. It has also served to establish common expectations for good student writing by faculty across the curriculum.

The effective writing project team continually deals with the tension which almost of necessity must exist between the basic approach of the course - writing as a process - and the need for assessing student learning. If the faculty is committed to teaching students that they learn to write by using a process and that the use of the process is a powerful learning tool, then it is impossible to discern the student's ability to use the process if a single-session, in-class writing experience is the only form of post-assessment used. The experienced writing teacher, working with students on an individual basic, has many

GRADING PYRAMID

A

The essay gives imaginative treatment
to a significant and s 'iking central idea The plan
of the essay evidences a strategy for persuasion Generaliza-
tions are carefully supported Details show originality, freshness
and concreteness Sentences show variety of pattern and are rhetorically
effective. Style is authentic and demonstrates that ideas have been interiorized

B+ / B

The essay's central idea is interesting and significant The organization
of the essay demonstrates careful planning Details are specific and sharp,
there is a concern for showing rather than just telling Sentences show variety
of purpose and pattern Diction is chosen with awareness of audience and purpose

C+ / C

The essay has a clear central idea The plan of the essay is clear with an identifiable introduction and
conclusion Generalizations are supported by details. Paragraphs are unified and coherent Transitions are
clear Sentences make sense and conform to conventional patterns Subjects and verbs agree Pronouns agree
with antecedents Verb tenses are consistent Punctuation is conventional Words are spelled correctly.

D /

Central idea is weak or confused Organization is poor Paragraphs lack unity and coherence Generalizations are
unsupported by evidence Sentence structure is confused Errors in usage, grammar, spelling or punctuation are frequent or serious

more components with which to make this judgment. The effective writing project team is currently experimenting with new assesssment strategie. that will be more responsive to writing as a process. They are helping students to develop a portfolio of writings as well as encouraging students to develop a writing case study which can be presented to other students in the class. Faculty are also considering the possibility that students should develop learning contracts, specifying in some detail the following elements relating to the exit criteria for the freshman writing course:

What am I going to learn?
How am I going to learn it?
How am I going to know that I have learned it?
How am I going to prove that I have learned it?

In the post-assessment at the end of the semester, all students complete an in-class writing assignment based on a prompt developed by the effective writing project team. While the prompt can be different from the one used as the placement essay, it can also be the same prompt. The individual teacher uses this essay to assess individual goal accomplishment and provides feedback for the student relating to the expected exit criteria for CORE 110. The writing faculty send the final writing assessment to the effective writing project team leader who provides a holistic scoring

of the essays in order to establish a basis for comparison with the writing sample used for pre-assessment. The holistic scoring and comparison of pre- and post-writing assessments also provide documentation of the actual learning taking place for students.

The four-year Effective Writing Competence Growth Plans developed by faculty in each major program build upon the foundation work of students in CORE 110. As with other Competence Growth Plans, students begin by focusing on the generic development of a liberal learning skill and then apply and further develop this skill within the context of learning in their major program of studies.

It is critical that faculty have high expectations for effective student writing in major programs. For students majoring in accounting, it is the responsibility of the accounting faculty, not of the teachers of freshman writing, to help them to understand what constitutes good writing in the accounting profession. This can be done only if students practice writing within the context of accounting courses as a four-year developmental process. Many freshmen accounting majors initially think of accounting only in terms of numbers. They are surprised to discover that the accounting faculty expect them not only to com-

plete writing assignments but also to continue to improve their writing in order to meet the desired exit criteria for senior majors establlished by that accounting faculty.

Effective Oral Communication

In the development of students' ability to become effective oral communicators, the interpersonal and intrapersonai dimensions should never be divorced from one another. Effective oral communication for students at King's College includes both the interpersonal and intrapersonal dimensions of the human communication process. Students learn not cnly how to speak correctly and effectively, but also to understand what is going on inside of them as they think, feel, value, imagine and act or react.

Competency in interpersonal communication is defined as the ability to adapt to various communication contexts and to express oneself effectively without undue or distracting hindrances and anxiety. Students must also demonstrate their ability to communicate without using socially unac-

ceptable mannerisms, ge   , language, articu-
lation and dialect.

Within the context of an outcomes-oriented
curriculum that emphasizes student-centered
teaching/learning strategies, it is important to
identify speech arxiety for students at the point of
entering King's College.   A developmental ap-
proach over all four years of undergraduate
education is necessary in order to help students to
overcome deficiencies and to achieve compe-
terice.

During the summer advisement interview,
faculty advisors participate in an initial screening of
freshinen and transfer students to identify students
who appear to be deficient in the area of interper-
sonal communication skills. The objective for the
screening program is to identify those students in
need of developmental speech/interpersonal ∩m-
munications assistance prior to entering the re-
quired effective oral communications program in
the core curriculum.

The screening program has been devel-
oped by Peter Demkovitz who serves as the
speech resource person in the Center for Aca-
demic Advisement and Student Development. The
screening program consists of three parts:

1) The Academic Advisor's Report on Student's Communication Behavior

2) The Communication Behavior Survey, a Self-Report of Speech Anxiety a ..d Competence

3) A Communication Situations Videotape Quiz

The first part of the screening program, the Academic Advisor's Report on Student's Communication Behavior, is intended to identify students who exhibit poor interpersonal communication skills during the academic advisement interview. Advisors use a communication skills inventory which allows them to report results quickly to the speech resource person for any student appearing to have a need for further screening. The speech resource person interviews the student and administers two additional parts of the screening program.

The Communication Behavior Survey is a fifty-eight item questionnaire designed to identify speech anxiety by examining a student's past behavior in various communication settings. For example, is the student afraid to speak up in class, to ask for help or assistance, to speak freely to others? Speech anxiety is widely regarded as an

impediment to successful academic performance and career success. It frequently impedes the student's ability to get along well with others, to mature as an active rather passive learner, and to develop a healthy psychological attitude by feeling good about the self.

The Communication Behavior Survey is a variation of three existing surveys of communication anxiety: the Unwillingness to Communicate Scale, The Personal Report of Communication Apprehension (PRCA-20), and the Stanford Shyness Survey. The King's College survey, however, goes beyond the existing assessment instruments by profiling student anxiety as existing in one or more of five contexts: social anxiety, academic anxiety, relational anxiety, small group anxiety and public speaking anxiety. The assessment results are used diagnostically to place entering students in either an interpersonal communication course or the required effective oral communications program in the core curriculum. Personal counseling and speech therapy services are also available in conjunction with the screening program.

The Communication Situations Video Tape Quiz is designed to assess the student's ability to identify interpersonal communication problems and to choose appropriate responses to questions arising from different communication situations.

The quiz is a fifteen-question instrument based upon a student's response to three video presentations. The first vignette features a lecture and is designed to assess listening skills, evaluation skills, and the ability to differentiate main ideas from subordinate ideas.

The second video segment focuses on two people involved in an argument. The student's response to this stimulus is used to assess the understanding of relational communication as well as the ability to identify both verbal and non-verbal clues. The third video focuses on a person asking for directions from two other persons. Its purpose is to distinguish between appropriate and inappropriate use of gestures.

Most colleges approach the challenge of helping students become effective oral communicators by requiring a traditional three-credit public speaking course. These students engage intensively in speaking for one semester and then frequently refrain from speaking for the remainder of their time in college. This traditional type of speech requirement is also usually viewed by students as being something simply "to get out of the way".

The effective oral communication project team at King's College assigned the highest

priority to developing an approach to implementing a speech component in the core curriculum that would provide students with an opportunity to make frequent oral presentations over an extended period of time. Faculty members believe that practice and an extended period of time are necessary if students are to become effective oral communicators.

These priorities led to the development of a three-semester, sequential oral communication program required of all students during their first three semesters of study at King's College. Each speech course meets one hour each week for one credit. Students receive a pass/fail grade for the courses taken during freshman year in order not to discourage students with a high degree of anxiety. This also encourages students to make mistakes in order to learn from their mistakes without fear of receiving a lower grade. Creativity of error can be an important part of the learning process for students. The speech course taken during the sophomore level is graded. This grade replaces the pass/fail grades earned by students during the freshman year. Students are awarded a total of three credits for successfully completing the effective oral communication program in the core curriculum.

The first speech course is introductory, focusing on both the interpersonal and intrapersonal

aspects of oral communication. Students begin a video tape portfolio in this course and are able to add to it in subsequent speech courses. Students also make further additions to their video tape portfolio according to the expectations of faculty in their major field of study. Faculty expectations are identified in the four-year Effective Oral Communication Competence Growth Plans designed by faculty in each major program of studies.

The videotape portfolio provides documentation of an individual student's progress toward meeting the senior level expectations of faculty in his or her major field of study. The use of video tape also provides a basis for extremely effective feedback to students as well as a basis for a fuller understanding of the prescription provided by the speech faculty member.

The second and third speech courses require students to relate effective oral communication to a specific subject matter course in either the core curriculum or in their major field of study. A number of faculty teaching content courses across the disciplines have expressed a willingness to pilot-test a plan by which students may substitute such a video tape experience for a course examination or for one of a series of short papers assigned for the subject matter course. As in the case of the other transferable skills of liberal

learning, King's College faculty wish to emphasize that mastery or competence includes the ability to transfer the skill to a variety of topics and disciplines.

Quantitative Analysis

A familiarity with essential concepts of mathematics is necessary for the educated person in today's society. In order for students to live and to work effectively in society during the 21st century, they will have to become comfortable with the increasing quantitative and analytical demands of a complex and technological society.

Mathematics has become an indispensable tool for analysis, quantitative description, decision-making, and the efficient management of both public and private institutions. College faculty face a difficult challenge when many students arrive at college underprepared in mathematics and fre-quently suffering from math anxiety. Math anxiety is prevalent among students in the liberal arts.

The members of the quantitative analysis project team recognized that the future implemen-

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tation of Competence Growth Plans for students in quantitative analysis needed to begin by addressing the problem of math anxiety. Faculty recognized that students have developed math anxiety from previous negative experiences and need to experience success in order to begin to reverse the cycle of failure and to reduce their level of math anxiety. A math confidence program has been developed at King's College to help students achieve that desirable goal.

Liberal arts students experiencing math anxiety are placed in a special section of CORE 120 (Quantitative Reasoning). This course complements the course in critical thinking by encouraging students to think in the context of mathematical symbols. The principal topics for study in this course are logic, probability and statistics. The course also has the potential to contribute in the future to teaching students specific problem solving strategies.

The main strategy for helping students to move from the condition of math anxiety to that of math confidence is the use of an inquiry mode of instruction. The inquiry mode of instruction helps students to engage in active rather than passive approaches to learning. It is essential for success in mathematics that students develop the capacity to provide mathematical explanations rather than

being merely consumers of teacher-generated explanations.

The inquiry method of instruction encourages students to focus on mathematical reasoning rather than on mathematics as a set of memorized procedures. Rather than placing an emphasis on mechanical and routine mathematical procedures to be memorized like recipes, students need to focus on both the context and uses for mathematical concepts like ratios and probabilities. Mathematics teachers should help students not only to understand mathematical concepts, but also to be able to link mathematical concepts to the methodologies of other disciplines across the curriculum. This goal encourages mathematics teachers to use thinking, writing, speaking and problem-solving strategies as a means of fostering mathematical understanding and confidence.

A different approach to fostering math confidence has been implemented for students majoring in natural science and business. Students in these major programs must at least develop proficiency in mathematics at the level of calculus. A personalized system of instruction (PSI) has been developed for courses preceding calculus in order to help underprepared students to understand mathematics, to achieve success, and to develop math confidence. Special math labs are

associated with the PSI mode of instruction. The math labs provide individual or group tutoring for students experiencing initial difficulty.

Faculty members in a variety of disciplines at King's College have significantly increased their expectations for students to engage in quantitative analysis. This has been most observable in curriculum development in business and the social sciences. The business administration department has developed a new course in managerial science to serve as the foundation in the major for the subsequent development of a Quantitative Analysis Competence Growth Plan. The social science faculty have taken a similar initiative by introducing a divisional requirement in statistics and methods of social research.

The future development of four-year Quantitative Analysis Competence Growth Plans for students in each major program at King's College requires faculty development work similar to that which has taken place for the other transferable skills of liberal learning. This work will be initiated during the 1988-1989 academic year. The development of Quantitative Analysis Competence Growth Plans will have to be supplemented by hiring additional faculty in selected departments with strong quantitative skills and experience. King's College also intends to support further

graduate study by faculty in selected departments in order to assist them in becoming familiar with new quantitative methods and perspectives developed in their disciplines since they have completed their earlier graduate studies.

Computer Literacy

Computer technology is one new development in the 20th century that will have an increasing effect on personal and professional lives in the 21st century. Computers also promise to enhance learning experiences for students across the curriculum. Every college faculty needs to recognize the expectation of employers and society in general that college graduates be computer literate.

All students entering King's College begin their Computer Competence Growth Plans by enrolling in a five-week, non-credit, word processing workshop offered in conjunction with CORE 110 (Effective Writing). Each student receives a copy of PFS: WRITE word processing software to keep permanently. Students also receive a learning activities disk (collegiate version) and a technical reference notebook. The PFS: WRITE soft-

ware has both an Apple and an IBM version. Business and natural science majors receive instruction on the IBM version while students majoring in the humanities and social sciences receive instruction on the Apple version. The word processing workshops are taught in a lab setting where each student has access to a personal computer. Instruction is further enhanced by the instructor's use of a large screen projection system that enables students not only to hear the teacher's instructions but also to see the corresponding operation illustrated on the screen.

Special efforts are made in word processing workshops and in effective writing courses to help students understand that the computer is only a tool for writing and not a substitute for learning to become an effective writer. The effective writing project team wishes students to focus on writing as a process. Word processing is an important tool to encourage students to become engaged in writing as a process by providing a convenient tool for the revision of written work through many drafts.

The specific assessment of each student's mastery of word processing takes place when the student completes ten required learning activities and demonstrates key board mastery for the instructor. Each student is also required to use word processing for one of the papers required in

the freshman writing course. Students who are skilled users of word processing upon entering King's College are invited to complete this assessment during the opening weeks of the semester in order to be excused from the workshops.

After completing this first common word processing experience, students begin to address quite different computer objectives according to the expectations set forth by the faculty in their major programs. It is important to recognize that all college graduates do not need to achieve the same level of computer literacy and that students graduating in some major fields must achieve computer competency. The design of four-year Competence Growth Plans by faculty in each major program provides this flexibility for establishing objectives and exit criteria appropriate to a student's major field of study.

Objectives established for students in the humanities relate more directly to computer literacy than to computer competence. It can be argued that while students majoring in the humanities do not need to be computer programmers, it is essential that they be prepared to be computer users. Humanities faculty members have established Computer Competence Growth Plans for student majors designed to accomplish the following objectives:

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1) to master word processing at a level suffi-
    cient to permit its use as an effective tool in
    the writing process,

2) to be able to use the computer to access
    appropriate data bases in the humanities,

3) to be able to use software for computer
    assisted instruction and other appropriate
    applications

The expectations for students pursuing majors in business are quite different: these students frequently need to achieve objectives relating more directly to computer competence. A common core of computer and information systems courses introduces business students to computer concepts and programming for both mainframe and personal computers. Business students are expected to write computer programs and to develop solutions to problems using flow charts. Students must also become familiar with a variety of software packages utilized in business and to master the use of computerized spread sheets and data bases.

Students pursuing a specific major in computers and information systems use this freshman experience to develop more sophisticated programming skills and abilities relating to systems

analysis. Students pursuing majors in other business fields focus more exclusively on computer applications designed to illustrate specific uses of the computer in business.

The development of Computer Competence Growth Plans also illustrates the way such a strategy has served as a heuristic device for curriculum development at King's College. When the faculty in the psychology department began to discuss the desired level of computer competence for students graduating with a major in psychology, it became clear that a more systematic approach to the use of the computer by faculty in psychology courses was required. Faculty members began to revise objectives for existing syllabi in order to provide students with increased opportunities for using computer applications in course work. Faculty developed new assignments for specific advanced psychology courses and emphasized the use of statistical software by students. Only after the psychology faculty made these changes did psychology majors have an effective plan for successfully meeting the expectations set forth in the department's Computer Competence Growth Plan:

> Students majoring in Psychology will be able to utilize a variety of statistical software in the analysis and interpretation of experimental data and will be able to use word processing to prepare research reports.

Library and Information Technology

Thinking about educational needs of students who will live and work in the 21st century requires the recognition that America is in the process of being restructured from an industrial society to a society based on information. The reality of an American society increasingly based upon information is by far the most profound of the ten megatrends identified by John Naisbitt in his study of changes in contemporary American society. According to Naisbitt, the percentage of Americans engaged in the creation, processing and distribution of information increased from 17% in 1950 to 60% in 1980[1].

King's College seeks to prepare students to become life-long learners by helping them to become independent learners. Knowing how to access information through new library and information technologies is an important part of this preparation. Libraries in the future will become information centers as a result of the application of computer and telecommunication technologies. In an age characterized by the geometric expansion of information, students must learn how to access and to select from this expanded knowledge base.

Like all transferable skills of liberal learning, library and information technology skills must be acquired by design and practiced on a regular basis. This cannot be accomplished for students by either librarians or faculty members acting alone; an effective partnership must be formed between both groups.

This partnership has successfully evolved at King's College. Its success is reflected not only in the Library and Information Technology Competence Growth Plans, but also in a 35% increase in the use of library services and resources over the past three years. This increase in student demand for services has resulted in King's College providing additional staff and extended hours for reference services.

King's College has used a variety of strategies to help students achieve skills in library and information technology. Workbooks, study guides, computer modules, classroom presentations, demonstrations of new library technologies, course-integrated library assignments and a variety of other methods have all played a role as part of a systematic and integrated approach to achieving competence for students over a four-year period.

Before students can really accept the library as playing an integral role in their learning, they

must become comfortable with library services and resources. The freshman experience is designed to accomplish this goal.

All students entering King's College are provided an introduction to a college research library by completing a self-paced library workbook, <u>Basic Library Skills</u>. The workbook is completed as part of an assignment for Core 110, the freshman writing course in the core curriculum. It is not sufficient for students mechanically or superficially to progress through the workbook since the objective is for them to use library resources and services to access information. Librarians are available to assist students in completing the workbook successfully. They also provide the writing faculty with an evaluation of each student's progress.

The assessment of student learning that results from the completion of the workbook occurs also within the context of the freshman writing course. Writing instructors require that each student submit a series of three documented papers which are assigned and graded in the course. The design of these assignments is intended to reflect the scope and objectives of accessing information as set forth in the workbook, <u>Basic Library Skills</u>. Students are required to cite the sources for the information used to support

their position and to note library services utilized in obtaining needed information.

A series of library study guides is also available to students. The study guides provide detailed and uniform information or recommend resources for some of the more frequently asked reference questions. These guides are intended as a starting point for students in their search for information and are available in the reference area of the library. Students who are reluctant to ask for help are not reluctant to pick up a study guide and to use it to help them complete an assignment for a course. A series of twelve study guides have now been completed and more are in progress. The list of study guides and three samples can be found in Appendix D.

Subject-specific workbooks have also been developed at advanced levels to provide more specific instruction within certain disciplines. Library Skills for Teachers is required for all students seeking teacher certification. Biology Literature: A Self-Paced Library Workbook is part of a two semester biology course taken by freshman biology majors and other science majors. Students in both the education and biology programs must complete a research project designed to assess their more sophisticated and discipline-based use of library and information technologies as well as

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their command of the methodology and content of their respective disciplines. This program provides the basis for faculty members to be more explicit regarding their expe .ons for students' systematic development ot library and information technology skills. These heightened expectations are reflected not only in specific assignments in courses offered in major programs but also in each department's Library and Information Technology Competence Growth Plan.

The program in library instruction is an evolving one. A computer-assisted library instruction program is currently being developed as a possible replacement for the biology workbook in order to make instruction more interactive for science students. An additional study guide has been completed for students in the business division. Unlike earlier versions, this guide is related to specific course-integrated assignments for a required marketing course where students must complete a detailed marketing plan. The study guide identifies a variety of possible information sources and strategies for accessing desired information for each component of a marketing plan. The nature of a marketing plan requires that students complete a search of an on-line computer data base. This activity provides students an opportunity to further develop their understanding and utilization of library and information technologies.

In order to teach and to improve search strategies, the library will provide students with direct access to selected data bases via CD-ROM during the 1987-88 academic year. It is anticipated that CD-ROM data bases will remove some of the drudgery of library research and also provide students with the opportunity to use a variety of search strategies and to compare the results derived from each.

Faculty members at King's College have played a crucial role in the success of the library and information technology project for students. A positive attitude and effective communication of faculty expectations to students has been vital. Faculty at King s College expect students to be active researchers and consumers of information. This has helped students to understand both the information demands and the information technologies which will comprise part of the challenge of living and working in the 21st century.
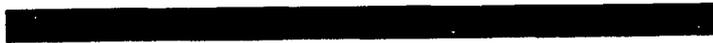
Values Awareness

The mission statement of King's College challenges those who teach at the College to prepare students for a purposeful life through an education which integrates the human values inherent in a broadly based curriculum with specialized programs in business and other professions.

Although the Responsible Believing and Acting category of the core curriculum is devoted to formal course work in ethics and moral reasoning, faculty need to foster an awareness of values across the curriculum. The ability of students to identify and to confront ethical dilemmas within the context of a variety of disciplines and careers requires that faculty in all disciplines explicitly explore value-issues in their own disciplines. Students need to experience faculty members in their major field of study validating the importance of exploring specific value-questions as they naturally arise within the context of the subject matter of courses. Faculty members in career-related disciplines need to provide collegial support for the work of ethicists in philosophy and theology. Without such support, students may view value-questions as irrelevant to the real world.

The specific objective for identifying values awareness as one of the transferable skills or habits of liberal learning is to develop in students an understanding of the moral dimension of their own personal lives as well as an appreciation of the ethical dimensions of decisions and practices in business and other professions. The basic idea, of course, is to free students from the myth that business is an amoral activity, exclusively concerned with the making of profit and devoid of any other goal or purpose.

A faculty development program in values across the curriculum was initiated for a group of faculty in the business division. Henry F. Nardone, professor of philosophy, accepted an invitation to serve as facilitator and trainer for this project. He led faculty members in discussions of value-issues in business on a bi-weekly basis throughout the 1986-1987 academic year. The values across the curriculum faculty development program is continuing during the present academic year but has been expanded to include faculty in a variety of disciplines.

The initial meetings of the business faculty explored fundamental ethical concepts such as the nature of the relationship between business and ethics, ethical relativism, and utilitarian and nonu-

tilitarian criteria for judging ethical behavior. Faculty members read chapters from several texts in business ethics and a variety of articles on the inter-relationships existing among business, ethics and society. In addition to exploring specific value-issues, the facilitator was also able to suggest opportunities and strategies for raising the moral consciousness of students regarding the value-latent aspects of topics normally covered by courses in business.

Each business faculty member participating in the values across the curriculum program applied the insights gained during the year to the presentation of a topic within his or her respective discipline. Faculty members also explained the teaching/learning strategies they would use in their classes to raise the consciousness of students regarding the moral and value-latent aspects of their disciplines. A listing of representative topics presented by these faculty members reveals the relevance of value issues to their respective disciplines:

"Truth-In-Advertising: Ethical Considerations About Advertising" (Marketing)

"Value Assumptions in Economic Decision-Making: The Bishops' Letter on the Economy" (Economics)

"The Financial Meltdown of the Washington Public Power Supply System: Ethical Considerations" (Accounting)

"The Concept of Value in Information Theory and Decision Making: Ethical Considerations" (Computers and Information Systems)

"Software Piracy: A Question of Rights" (Computers and Information Systems)

"Justice, Administrative Policy and the Infant Food Controversy" (Computers and Information Systems)

Faculty members, not specifically trained in teaching ethics, frequently need coaching in order to feel comfortable engaging students in discussions of value-issues arising out of the syllabus for a business course. Faculty should be able to help students articulate the rational basis for their emotional reaction to identifying the more general moral principles which apply in a given situation. It is also helpful if faculty in all disciplines use a common vocabulary and framework within which they ask students to discuss ethical issues.

It is equally important for faculty members to make explicit the need for students to apply

previously learned critical thinking skills to deciding value-issues. Defending a conclusion about what is ethically right or wrong in a specific business case study requires that students be able to justify and defend moral claims. It is not sufficient for students simply to have a certain feeling about what is ethically right or wrong.

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CHAPTER II - NOTES

[1] John Naisbitt. Megatrends (New York: Warner Books, 1982).

KNOWLEDGE, TRADITIONAL DISCIPLINES AND INTERDISCIPLINARY PERSPECTIVES

The Association of American Colleges' Project on Redefining the Meaning and Purpose of Baccalaureate Degrees issued its report, Integrity in the College Curriculum, in 1985.[1] This report addressed the crisis in American higher education revealed by the decay in the college curriculum. By abandoning a structured curriculum in favor of student choice, the general education curriculum became a smorgasbord of learning, lacking rationale, cohesion and integrity. More than a decade earlier, The Carnegie Foundation for the Advancement of Teaching had made a similar observation in support of structure in general education. Its commentary, Missions of the College Curriculum, argued that while fragmentation may be justifiable in free electives, it is difficult to defend in general education since it is this component of the curriculum more than any other that should most clearly reflect institutional objectives.[2]

Having anticipated this critique of higher education and recognizing its validity, the King's College faculty sought to design a more structured curriculum. Structure encourages rigor, depth and continuity in general education. It helps to avoid random-

ness and shallowness. The new curriculum envisioned at King's College was one which would provide a common general education experience for students, emphasizing the integration of learning rather than its fragmentation. In designing a common learning experience for students, the faculty recognized that there does exist a body of knowledge, methodologies of traditional disciplines, and transferable skills of liberal learning that characterize a liberally educated person. King's College set as its objective helping students to acquire this learning.

It is equally true, however, that liberal learning is more than a body of knowledge studied and communicated through the methodologies of a variety of disciplines. Liberal learning is also characterized by a spirit of openness and inquiry. How students experience the subject matter and methods of the disciplines is crucial.

Faculty teaching in the core curriculum at King's College generally agree that the goals of liberal education require a more conceptual approach to the design of syllabi and course objectives. All learning must begin with facts, but facts should never be sufficient as a definition of the desired learning outcomes of a college curriculum. While facts, details and definitions may be forgotten, concepts have an enduring life within the minds and lives

of students. Concepts also increase the likelihood that students will more readily transfer their learning from examples studied in courses to other situations encountered after courses have ended.

To prepare students to live and to work effectively in the 21st century also requires that they develop an inter-disciplinary perspective. Students must build upon their knowledge and understanding of traditional disciplines to recognize the potential contributions as well as the limitations of each in contributing to decision making and problem solving in a complex and interdependent world. The King's College faculty have designed this portion of the core curriculum to introduce students to specific disciplines as well as to have students experience more integrated interdisciplinary perspectives. Students must enroll in one interdisciplinary course and in one specific discipline-related course in each of the five following areas:

. Civilization: Historical Perspectives
. Global Awareness: Foreign Cultures
. Human Behavior and Social Institutions
. Literature and the Arts
. Natural Sciences and Technology

Civilization: Historical Perspectives

Most people take civilization for granted. The study of history, however, reveals just how fragile civilization really is. Human progress has resulted more from the growth of human intelligence and respect for the dignity and rights of man than from the exertion of brute force and the denial of human rights through tyranny and war. Man has struggled throughout time to develop and to preserve civilization.

During the first semester of a two semester requirement, faculty introduce students to the way historians think. Students elect either a course in American history or one in European history. Both courses are organized thematically. Faculty introduce students to the methods, tools, concepts and judgments of historians as they seek to give meaning and order to the raw material of man's recorded past. Students are encouraged to reflect upon man's humanity and inhumanity as well as to analyze significant historical problems which provide insight into understanding contemporary issues.

The teaching/learning strategies used in these courses explicitly focus on helping students to understand the application of critical thinking and

communication skills to historical inquiry. At the end of either of these courses, students should be able to carry out the following tasks effectively:

1. to manage information by sorting data, ranking data for significance, synthesizing facts, concepts and principles;

2. to understand and to use organizing principles or key concepts against which miscellaneous data can be evaluated;

3. to differentiate among facts, opinions and inferences;

4. to frame questions to more clearly clarify a problem, topic or issue;

5. to compare and contrast the relative merits of opposing arguments and interpretations, moving between the main points of each position;

6. to organize and to communicate thoughts clearly and concisely, orally or in writing to support a thesis.

Although western civilization provides the historical context for understanding the way Americans think and act, the time has long since passed

when an educated person can afford to ignore the multiple perspectives provided by a variety of world civilizations. The second required course in this two semester civilization sequence, The 20th Century: A Global Perspective, provides an interdisciplinary perspective. Many of the themes, issues, and problems explored in the first semester courses in American and European history provide the roots for the major forces that have shaped the 20th Century. The topics and issues covered in this course range from the universal ideology of nationalism to the global network created by the technological revolution. This interdisciplinary course analyzes the position of the United States in a shrinking world characterized by a global economy and other complexities relating to what McLuhan calls "the global village." The syllabus for this course can be found in Appendix E and serves as an example for other courses comprising this portion of the core curriculum. The principal author of this syllabus is Donald G. Stevens, professor of history and leader of the civilization project team. This syllabus reveals the more conceptual approach to individual course development which characterizes courses in the core curriculum at King's College as well as the goal of making learning objectives explicit for students.

One of the primary objectives for this course is for students to develop a global perspective which recognizes the political, economic and cultural inter-

dependence of all nations. Students should be better prepared to confront the challenges of the 21st century by bringing an interdisciplinary perspective to analyzing significant historical and contemporary problems which will most likely continue into that century.

The teaching/learning strategies utilized in this course continue the explicit focus on helping students to further develop and to apply their critical thinking and communication skills to historical inquiry. Initially it is difficult for freshmen to abandon their high school mind-set that history is merely a collection of random facts to be memorized. The more appropriate goal for a college history course is for students to develop historical understanding by engaging in critical thinking. It is not sufficient that a teacher offer his or her own thoughts to the class— no matter how profound—if students record them in the same mechanical way in which data is recorded. Students need to be able to share in the reasoning process which makes the judgment or analysis possible. Only in this way do students escape being passive consumers rather than active manufacturers of ideas. Beyond knowledge, through thinking, lies understanding.[3] If the teacher's approach to the subject is characterized by a spirit of free inquiry rather than one of certitude, the student's interest can be transformed into participation. Doubt is the very beginning of all knowledge: it is the catalyst for

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active inquiry ~ritical thinking, and eventual under-
standing. Students' involvement in their own learn-
ing is an essential ingredient for arriving at under-
standing:[3]

> Tell me, and i will forget,
> Show me, and I will remember,
> Involve me, and I will understand.[4]

Global Awareness: Foreign Cultures

America's future is in the world. Students who
will live and work in the 21st Century will be living in
a much smaller world and one in which they must
learn to understand and to appreciate cultural diver-
sity. By the year 2,000, it is likely that less than 20%
of the world's population will be living in Europe or
North America. Global awareness needs to be a
high priority for Americans if the nation is to continue
its role as world leader for the remainder of the 20th
Century and into the 21st Century.

An awareness of foreign cultures deepens
our understanding of the diverse world in which we
live and our place within it. When we step be; ond our
limited cultural surroundings and attempt to enter

into the minds of others in a world community, we are often confronted with alien values and perspectives that challenge our beliefs and assumptions. The liberally educated person, whose philosophy of life is solidly grounded in human and humane principles, should understand cultural diversity and be equipped to deal with it with empathy and sensitivity. The core curriculum at King's College attempts to provide students with the opportunity to achieve these goals through courses in foreign languages and a variety of foreign cultures.

Foreign language courses are offered on several levels in French, German, Italian, Japanese, Russian and Spanish. All foreign language courses are designed to provide foreign language instruction within a context that compares American culture with an appropriate foreign culture. These courses seek to prepare students to establish and to be successful when engaged in cross-cultural contacts.

The core curriculum also provides the opportunity for students to study at least one foreign culture in depth. Foreign culture courses are designed to help students become acquainted with the global community in which we live and conduct business. Core curriculum courses are currently offered in the following foreign cultures: African, Chinese, Islamic, Japanese, Latin American and Soviet.

A master syllabus developed by the global awareness/ foreign cultures faculty team provides a common set of objectives, topics, issues, and teaching/learning strategies for all the individual courses in foreign cultures. Specific units within each course have integrated multi-media resources in order to visually acquaint students with the economic, social, intellectual, and artistic environment in which other people live. The faculty strive to break down existing stereotypes and to create for students a sympathetic understanding of cultural diversity.

The design of the King's College core curriculum encourages a linkage among desired learning outcomes, subject matter and pedagogy. The desired learning outcomes in core curriculum courses always include the further development of the appropriate transferable skills of liberal learning. The teaching/learning strategies implemented in the foreign cultures courses explicitly focus on helping students to understand the application of critical thinking and communication skills across the curriculum.

The assignments for the course in comparative African cultures offered on the sophomore level can serve to illustrate this objective. Students are required to write three critical papers not to exceed five typewritten pages. Each paper must be submitted in draft to receive feedback from the instructor and then

rewritten by the student for grading purposes. This approach continues to reinforce the concept of writing as a process learned by students during freshman year, to encourage them to maintain their word processing skills, and to develop further their ability to apply critical thinking skills across the curriculum.

In the first paper, students are asked to identify and to critique the thesis presented by the author of an assigned text. Students must apply critical thinking principles learned on the freshman level to evaluate the evidence presented to support the author's thesis and to identify the assumptions needed to validate the author's conclusion. The second paper is based on an anthology of primary source materials. Students must formulate their own thesis and, based on the available evidence, validate their conclusion in an argumentative essay.

The third paper is based on a video tape series in which the author presents a complex and controversial thesis. Students must apply their listening skills and visual skills as well as their critical thinking skills in order to defend or to refute the author's thesis, use of evidence, and conclusion.

The global awareness/foreign cultures faculty team also further contributes to developing global awareness for students by sponsoring each year a series of speakers relating to one of the

foreign cultures courses being offered at the time. In conjunction with the African cultures course, a campus lecture program has been designed to include speakers on a variety of issues and topics relating both to Africa's heritage and to its future. The speakers, many of whom are African nationals, are drawn from the United Nations, the United States Agency for International Development, African embassies, visiting Fulbright scholars, and African art and culture institutes. An additional feature of this public program is a dialogue with students from Africa who are studying at colleges and universities in northeastern and central Pennsylvania. This program provides an opportunity for all students at King's College to further develop their global awareness throughout all four years of study at King's College without necessarily being enrolled in each of the foreign cultures courses.

Human Behavior and Social Institutions

Knowledge and understanding of the substance, motivation and consequences of both individual and collective behavior is essential to the liberally educated person. Moreover, no educated

person can hope to comprehend the complexity of contemporary society without some understanding of how that society is organized and how its various components relate to one another. Economic, political, psychological, and sociological perspectives can provide meaningful insights into human behavior and relationships in an increasingly complex world.

During the first semester of a two-semester requirement, students at King's College enroll in an interdisciplinary social science course, Human Behavior and Social Institutions. The course is organized around a selected number of topics and issues which faculty use to introduce students to the goals, methods, theories, research findings, and ethical issues associated with the various fields comprising the social sciences. Faculty also help students to understand the interrelatedness of the social sciences.

This course, like other core curriculum courses, is taught for non-majors. Therefore, it does not attempt to train students to be professional social scientists. It aims to provide students with a basic understanding of the application of social science concepts and methods as a way to analyze contemporary events and issues in society. Study of the social sciences provides only one of the ways of knowing. A liberally educated person must under-

stand not only the way of knowing in each discipline but also the limitations of each discipline. Faculty encourage students to contrast the social science way of knowing with other ways of knowing developed in other disciplines throughout the core curriculum.

The development of the interdisciplinary course in social sciences provides a good example of how a faculty project team can become a means not only for curriculum development but also for faculty development. The initial meetings of the faculty project team were characterized by departmental and disciplinary allegiance as well as a high level of anxiety over the idea of teaching principles and material usually associated with other fields of social science. It is ironic to find that faculty expect students to routinely integrate their learning from a variety of disciplines in order to be liberally educated, but prefer themselves to remain comfortably enclosed within the walls of their own narrow area of specialization. The first course developed by the faculty project team reflected these difficulties and consequently failed to successfully address the challenge of developing a truly integrated course. These same problems also prevented faculty from approaching the pilot-test of this initial syllabus in the classroom with the enthusiasm, creativity and self-confidence that are so essential for effective teaching and learning to take place.

The weekly discussions held by members of the social science project team provided a period in which the necessary process of socialization could take place. There gradually emerged a genuine sense of trust and a sincere effort to understand differing view points. A notable sense of collegiality began to emerge as team members volunteered to serve as resource persons in developing curriculum materials within their specific field of social science for use by other faculty teaching sections of the interdisciplinary course. The faculty team continued to meet regularly to monitor implementation and to serve as a support group for one another. The revised syllabus pilot-tested during the second year set forth a clearer sense of the priority objectives for the course as well as a higher level of integration of topics, issues and perspectives. Faculty also demonstrated considerably greater enthusiasm, creativity and self-confidence in the classroom.

One member of the social science faculty team, who was less than enthusiastic at the beginning of the process to develop an integrated social science course, shared the following reflection at the end of the second year:

> I now approach the continued evolution of the integrated social science course in the core curriculum with more confidence and, indeed,

more enthusiasm. Working with my colleagues in other areas of social science, I have developed a much better appreciation of their disciplines' perspectives and contributions to an understanding of human behavior. This has certainly made me a better political scientist and, perhaps, a better teacher.

This increase in enthusiasm and self-confidence among members of the social science project team is most evident through the observation of faculty experimenting with student-centered teaching/learning strategies and with specific applications of problem solving strategies to further develop effective writing and critical thinking skills for students. The social science faculty view student-centered teaching/learning strategies as essential to helping students to advance from passive to active modes of learning. Such strategies also help faculty avoid the abstractiveness and sterility often experienced by students in social science courses characterized by teacher-centered strategies. The following examples of student-centered strategies, utilized by members of the social science project team, help to illustrate one way of encouraging students to become active learners:

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1) students design and implement a survey to better understand the tools of social science research;

2) students apply critical thinking methods to the analysis of contemporary social issues by writing a critical essay and then engaging in spontaneous debate with other students;

3) students participate in structured decision-making situations to help them experience the distinction between possessing absolute truth and using available, but incomplete, knowledge to make decisions;

4) students engage in role-playing to better understand the relevance of concepts and principles in a text-book to real life experiences.

During the second semester of the two-semester social science requirement, students develop a more in-depth understanding of a specific field within the social sciences by enrolling in one of the following courses: American Government, Contemporary Social Issues, The Economic Way of Thinking, or Psychological Dynamics and Society. These courses build upon the knowledge and understanding developed by students in the first semester interdisciplinary social science course. Faculty and

students examine critical issues in contemporary society from the particular perspective of one of the fields comprising the social sciences. The integrated social science perspective acquired in the first semester course encourages students to understand the limitations of attempting to make decisions and to solve problems in an increasingly complex and inter-dependent society by using a disciplinary rather than a multi-disciplinary perspective.

Literature and the Arts

The study of the humanities complements the social sciences. Both perspectives are necessary to give students a mature insight into human life and thus to their achieving the principal goal of liberal education.

The humanities involve one of mankind's oldest and most characteristic activities - the creation of works of imagination and beauty to express human feelings and emotions. While few of us have the time or talent to produce important creative works, properly appreciating great literature and art is crucial for all of us. These forms of expression involve the whole person, mind and heart, in a way

unlike any other activity. Understanding these forms of expression are essential to a full realization of who we are, what we value, and what we can become. As liberally educated persons, we seek not only to perfect our powers for abstract, intellectual thought but also to refine our sensory powers of perception, to encourage our creativity and imagination, and to foster an appreciation of the aesthetic dimension of life so that we come to recognize and enjoy significant imaginative expressions of the human spirit.

The two-semester requirement for literature and the arts begins with an interdisciplinary course in the humanities. A priority objective for students in this course is to develop an integrated humanities perspective as a way of knowing. The course introduces students to literature and the arts in which human concerns are expressed and celebrated. Faculty choose writings and works of art which serve to demonstrate both relationships and uniqueness among these creative forms of human expression. Class discussions focus on the vital role of feeling and emotion unique to the humanities.

There are two basic approaches to the study of the humanities. The first is an historical approach and the second is an aesthetic or critical judgment approach. The humanities faculty at King's College have chosen to emphasize the latter approach for the first course in the humanities because it encour-

ages students to accept the role of being active rather than passive learners. This approach emphasizes the importance of the student's aesthetic or critical response to the specific expression of an individual writer, artist or composer. By encouraging students to experience directly literary works or art objects, students can reflect on the creative-perceiving process and arrive inductively at some of the principles which apply to all art creations.

During the second semester of the two-semester humanities requirement, students elect one of the following courses: The Fine Arts of Painting and Music, Foreign Literature in English, Historical Perspectives in Literature, Literary Modes and Themes, or The Theater Experience. These courses offer students an opportunity to engage in a more in-depth study of an area of personal interest. The concepts, methods, and experiences from the first semester's integrated humanities course are explicitly applied in these courses. The two-semester humanities sequence is viewed by faculty as forming a whole. Designed for non-majors, the approach in these courses is based upon personal enjoyment and intellectual enrichment for students.

A unique feature of the integrated humanities course is the lecture/demonstration program offered by visiting artists. In conjunction with the .udent Activities Office the literature and arts faculty team

integrate cultural events programming with the syllabi of humanities courses in the core curriculum. Individual artists, who will be presenting gallery shows on campus or performing artists who will be offering public performances in the evening as part of the cultural events series at the College, present workshops and demonstrations for students enrolled in humanities courses. All students are required to attend these presentations which take place on campus in the afternoon.

The workshops and demonstrations respond to the need for students to confront artists and works of art directly. Many students have commented that they have not previously experienced these art forms other than in the most casual way. For many students the workshops and demonstrations open a new dimension in their lives. For some students, however, it is not inviting. But these students are now able to identify more specific reasons for their judgment of visual and performing arts. The artists engage students in discussions in order to help them gain insight into the creative experience. Guest artists have included musicians, painters, sculptors, dancers, actors and poets. Since the workshop/ demonstrations are integrated with the syllabi for humanities course in the curriculum, faculty are able to design appropriate assignments and to discuss the arts experience for students in a subsequent class meeting. An implied objective for the work-

shop/demonstration program in the performing and visual arts is to increase the number of students attending the public performances or viewing the gallery shows of artists throughout all four years of their undergraduate education. Continuing interest of students in the arts after the completion of the course sequence in the humanities is an important assessment indicator for student development.

Natural Sciences and Technology

It is difficult to envision how one will be able to live effectively in the 21st Century without having achieved scientific literacy. While every educated person will certainly not be a scientist, every educated person must possess sufficient knowledge of the scientific method and of fundamental concepts of the natural sciences to make informed decisions affecting both private and public issues of health, environment, and technology. The goals of liberal education require that we educate students to bridge C. P. Snow's two cultures rather than to intensify the existing communication breakdown between humanists and scientists.

Students need to understand the scientific approach as a way of knowing and to differentiate it from other ways of knowing. It is not an unreasonable expectation in a core curriculum, designed as part of a liberal learning experience, for the science faculty to share with the non-scientist a sense of the "intellectual excitement and aesthetic satisfaction of science."[5]

The two-semester requirement for the natural science and technology area of the core curriculum begins for all students other than science majors in the sophomore year with an interdisciplinary science course. This course has not been designed primarily to transfer specific information about science to students. Its goal is to help students develop an understanding of the scientific way of knowing and to relate scientific investigation to other forms of human intellectual activity, appreciating the proper domains and limits of each. Examples of research and discovery from a variet' of sciences are studied to illustrate scientific methodology, principles and concepts as well as to demonstrate the unity of approach within the sciences. A special focus on the concepts of matter, energy and change help to connect many of the ideas developed throughout the interdisciplinary science course. An additional objective for faculty teaching in this course is to help students to understand the difference between science and technology as well as the special relationship existing between them.

Science faculty at King's College recognize the need to create a learning environment that fosters an active rather than passive mode of learning for the non-science student. The key to successfully creating such an environment in the classroom relates directly to the willingness and ability of the teacher to become less concerned with the in-depth presentation of scientific information in order to take a more conceptual and student-centered approach to teaching science. This is an especially difficult challenge in science because "learning in science is primarily vertical, or intensive, whereas that in the humanities is primarily horizontal, or extensive."[6] What really matters in the long run is not what is taught by the teacher, but rather what is learned by the students. Information may be readily forgotten or becomes obsolete, but the understanding and application of methods, concepts, and principles of science need to remain with liberal arts students. These insights can be used successfully after college to engage in analysis and to arrive at informed judgments when students confront problems or issues which can best be understood by the scientific way of knowing.

Each member of the science and technology core curriculum project team has been experimenting with ways to best achieve this goal. The work of Robert Paoletti, professor of biology, can serve as an example of how one faculty member has engaged in re-thinking pedagogy to help students

experience the use of critical thinking and problem solving in science. Recognizing that interest precedes learning for students, he has chosen to introduce each unit of the course with contemporary problems and issues to be found in newspapers and magazines such as nuclear energy, aqua culture, waste disposal and the question of behavioral aspects and individual responsibility for chronic disease. These are current news stories that affect our lives today and man's future on planet Earth. Exploring the scientific concepts and principles relating to these contemporary issues makes learning science less abstract and less remote from daily life for most students.

Building upon new insights acquired by attending workshops on strategies to foster critical thinking through collaborative learning strategies, Professor Paoletti has explicitly introduced critical thinking experiences for students both through assignments and structured problem-solving activities in class. Students are assigned to groups to carry out activities such as developing an example of an inductive argument, refining a hypothesis and designing an experiment to support or refute it, using statistics for determining whether experimental results are valid, and engaging in computer simulations of problems such as population and the food supply. Students engage in debates, panel discussions, role-playing as well as in the application of

surveying techniques learned during freshman year in the interdisciplinary social science course. These and other collaborative learning strategies for students are means of helping them to become active learners and eventually independent learners.

During the second semester of the two-semester natural science and technology requirement, students elect to study one of the following disciplined based courses in the sciences: The Nature and Development of the Universe, Chemistry and Man, Contemporary Biology, Human Biology, Human Genetics, Principles of Electronics. These courses build upon the students' understanding of the scientific method and scientific concepts developed in the first-semester interdisciplinary science course. These courses also continue to reflect the more conceptual approach to teaching science by focusing on the application of critical thinking and problem solving strategies to specific concerns within these disciplines.

Responsible Believing and Acting

Education should teach students not only how to make a living but more importantly how to live. As the acceleration rate of change continues to increase at an alarming rate in American society, people need more than ever to find within themselves the sources of moral behavior. A liberal education should provide students with an opportunity to explore questions of value and moral character. Questions about beliefs, the human condition and destiny, as well as questions about how to conduct one's life are concerns which the free and inquiring mind has always addressed. The disciplines of theology and philosophy seek to form in students the habit of critically appraising ways of believing and acting in order to discern those that are consonant with responsible and purposeful living. These disciplines also seek to acquaint students with the world's great masters of philosophical and religious thought.

Courses in the Responsible Believing and Acting category of the core curriculum are designed to aid students in acquiring the values needed to employ knowledge and skills for the benefit and improvement of both self and society. Students at King's College enroll in two such courses during their

sophomore year and enroll in a third course during their senior year. Two of these courses must be chosen from courses offered by the theology faculty and one course from those offered by the philosophy faculty. The current course offerings in Responsible Believing are the following: Catholic Perspectives on Believing; Old Testament Perspectives on Believing; New Testament Perspectives on Believing; Perspectives on the Church; Fundamentals of Philosophy; and Philosophy of Human Nature. Course offerings in Responsible Acting are the following: Basic Christian Ethics; Faith, Morality and the Person; Christian Marriage; Rights, Justice and Society; and Ethics, Business and Society.

The Responsible Believing courses, in the spirit of liberal learning, seek to broaden students' understanding of human experience. An integral dimension of human experience is the encounter with the divine and the confrontation with the ultimate questions of mankind explored by philosophers. These courses explicitly build upon the introduction to critical thinking acquired by King's College students during the freshman year in order to develop an appreciation for the role of reason in genuine believing. Responsible Believing courses emphasize the following objectives for students:

1) to develop a coherent set of fundamental philosophical and theological beliefs about the ultimate nature of man, God and the universe;

2) to see the logical connections of one belief with another so as to develop increased clarity and assurance that one's beliefs are reasonable and credible;

3) to be aware of the existential implications of philosophical and theological beliefs for one's life and actions.

Courses in theology and philosophy offered in the Responsible Acting category also build upon students' freshman experience in critical thinking in order to develop an understanding of the important difference between an opinion and a reasoned judgment. Responsible Acting courses emphasize the following objectives for students.

1) to identify, analyze and evaluate moral judgments and the moral reasoning that accompanies them;

2) to recognize the universality of moral judgments and their grounding in the inherent dignity of the human person;

3) to become aware of assumptions which lead to fallacious moral thinking and acting;

4) to develop the ability to participate intelligently in moral reasoning about matters that affect both private and public behavior.

Formal course work in Responsible Believing and Acting is complemented by the values across the curriculum faculty development program. The objective of this program is to prepare faculty in all disciplines to examine value issues and ethical dilemmas arising naturally out of course work. To achieve the greatest success, faculty in other disciplines must be familiar with the nature and intended learning outcomes of courses in Responsible Believing and Acting and must be able to use the common language of moral discourse.

The formal course work in Responsible Believing and Acting is further complemented by a values development project sponsored by the Student Affairs division at King's College. This project is in its early phase of development. It focuses on the stages of moral development that take place for students throughout the collegiate years. Moral development interventions through student affairs programming will attempt to provide a linkage between the values component of the curriculum experienced by students through course work and the

quality of life experienced on the King's College campus. Students should not experience discordance between the intellectual and moral components of their education. As educators, we should not underestimate the "profound influence made by the character and life of the college itself."[7]

One of the most challenging and unique aspects of focusing on values in the curriculum at King's College has been the development of capstone courses in each of the four academic divisions of the College for senior-level students. These courses are intended to help students to integrate learning in the core curriculum with learning in their major field of study by reflecting on the value-questions and ethical dilemmas they are most likely to encounter in their personal and professional lives after graduating from college.

Capstone courses are being developed by faculty members in the theology and philosophy departments in conjunction with faculty in other disciplines. These courses will be team-taught by an ethicist and a faculty member whose discipline relates to the subject matter of the course. These faculty members hope to serve as role models for a scholarly and collegial dialogue that is based upon conflicting points of view but characterized by a high degree of respect for the positive role of disputation as a means of scholarly discourse and of the search

for truth. The pedagogy for the capstone courses must be firmly anchored in student-centered teaching/learning strategies. Students must actively engage in reflection, synthesis, critical analysis, and the application of previous learning to the challenge of formulating reasoned responses to the value-issues that will help to define their personal and professional lives.

The first capstone course to be pilot tested at King's College focused on economics and ethics. It was team taught by Thomas Arnold, professor of economics, and Philip Muntzel, associate professor of theology. The recent pastoral letter of the Catholic bishops in America on the economy provided an example of the Catholic moral tradition and how that moral tradition has developed out of earlier forms which are currently undergoing some change and development. Students studied four areas of economic analysis and economic policy which the pastoral letter addresses. Students explored the technical issues as well as the moral implications of these economic issues and policy alternatives.

The four economic issues were the following: unemployment and economic policy; poverty, agriculture and economic policy; global economics, the third world and U.S. policy responses; and determining the 'mix' of public (political) and private (market) decision-making in the U.S. economy. Since the

pastoral letter of the American bishops addresses these specific economic issues, the faculty were able to bring the various components of the course into connection with one another. Students experienced the moral and economic foci of the course in an integrated way.

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CHAPTER III - NOTES

[1]Project on Redefining the Meaning and Purpose of Baccalaureate Degrees, Integrity in the College Curriculum: A report to the Academic Community. (Washington, D.C., Association of American Colleges, 1985).

[2]Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum (San Francisco: Josey-Bass Publishers, 1977).

[3]D.W. Farmer, "The Other Side of Knowledge," The George Washington University Magazine, Volume 6, No. 4 (Fall, 1970).

[4]A quotation referenced in discussions on student-centered and collaborative learning strategies at the annual meeting of the American Association for Higher Education held in Chicago in 1987; the exact source of the quotation is not known.

[5]Martin Goldstein and Inge Goldstein, The Experience of Science. (New York: Plenum Press, 1984), p. vii.

[6]F.H. Westheimer, "Are Our Universities Rotten at the Core." Science, Volume 236 (5 June 1987), p. 1165.

[7]The Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum, p. 242.

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PURPOSE OF ASSESSMENT

Some leaders in higher education believe "assessment" is really the current code word for the quality issue in higher education today. If this is true - and it may very well be - educators should be clear about its definition and purpose. Unfortunately, the higher education community has not yet achieved this clarity of understanding.

In his introductory essay as guest editor for a recent issue of Liberal Education, Jonathan Warren asked why assessment had so suddenly become a national obsession among educators, politicians and the general public. His response was that the reasons for the current infatuation with assessing undergraduate learning are not clear since faculty have been testing students in their individual courses for at least one hundred years.[1] It is nevertheless discomforting to note that this sudden interest in assessment has emerged at the very same time as the national critique of higher education. This critique points to the failure of American higher education to meet its responsibility and to the need to hold higher education accountable. I view this conclusion with great alarm. Assessment should not be seen as "medicine" for holding higher education account-

able. Assessment should be seen in a more positive way for the promise it holds for improving both the quality and quantity of learning taking place for students.

If the promise that assessment holds for improving higher education is to be realized, however, its purpose must first be clarified. I view the emerging national debate on assessment to focus directly on the ambiguity of purpose. A major gap exists between the concepts of assessment as learning and assessment as measuring. Assessment as learning is a faculty-driven diagnostic and formative evaluation process aimed at improving student learning by providing continual feedback on academic performance to individual students. Assessment viewed as measuring is an administratively-driven, standardized, and summative evaluation process designed to produce a numerical rating. These two concepts of assessment are not necessarily incompatible. I do believe, however, that it matters greatly which one a college chooses as the primary purpose for assessing student learning. It is this decision that will determine whether or not a college realizes the promise assessment holds for improving higher education.

Externally-mandated assessment programs respond to the administrative and information

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needs of legislators, state boards of education and the public in general. These general tests of student learning are usually administered to graduating seniors in order to produce a score or grade that can be reported to those mandating these standardized tests. Although test and measure-ment experts may be pleased with tne objectivity and validity of such an approach to assessments, they do not address the more important educational questions concerning the value of the learning being assessed and whether the assessment contributes toward improving the quality and quantity of learning for individual students.

If "assessment" is the current code word for quality in higher education, educators cannot afford to ignore these more important questions. If faculty approach assessment as being divorced from learning and as simply being a bureaucratic hurdle for students to overcome, assessment will lose its credibility and be treated by faculty and students as busy work. Assessment must make educational sense to faculty if higher education is to realize the promise that assessment holds for improving higher education.

Assessments should not be designed to assess what is easiest to assess but rather what is more difficult to assess. It is the learning that is more difficult to assess that represents the real

measure of quality in higher education. It is this learning that is more appropriately associated with the intended outcomes of liberal education.

Colleges need to design assessment strategies to assess what is higher in higher education—the ability of students to apply what they have learned to a new stimulus—rather than what is lower—the ability to demonstrate information-recall. Memorizing and emphasizing information-recall should not be substituted for thinking and applying one's understanding to new challenges as the primary goal of higher education. If "assessment" is truly the code word for the quality issue in higher education today, let us be clear about what constitutes quality undergraduate education.

Two major leaders in higher education, Ernest L. Boyer[2] President of the Carnegie Foundation for the Advancement of Teaching, and Derek Bok,[3] President of Harvard University, have recently published important works arguing for the necessity of assessing student outcomes as a means of improving the quality of higher education. These reports take the "quality debate" to a deeper level. Boyer and Bok speak directly to the institutional objectives currently being implemented by the faculty at King's College.

From the perspective of assessment as

learning, it is unacceptable to divorce assessment from improving teaching and learning. Any attempt to assess a specific skill or learning outcome increases understanding for both students and faculty. Used diagnostically, assessment also helps faculty to identify students' strengths and weaknesses. This information can then be used to design appropriate teaching/ learning strategies to support under-prepared students as well as to challenge superior students. An additional diagnostic use of assessment is to help faculty monitor the effectiveness of the curriculum and to provide the basis for its further refinement. Assessment speaks directly to curricular questions such as sequencing of courses, the relationship of teaching strategies to course objectives, the responsiveness of assignments and examinations to course objectives, and whether or not the curriculum encourages cumulative learning for students.

COURSE-EMBEDDED
ASSESSMENT MODEL

King's College shares with Alverno College a commitment to the concept of assessment as learning. The course-embedded assessment

model developed at King's College, however, is different from the assessment model developed at Alverno College. Alverno's external assessment-center model, using generic competence levels and criteria, has been adopted from industry. The pioneering accomplishment of the Alverno College faculty deserves to be applauded for challenging others in higher education to focus on learning outcomes for students. Despite the significance and the success of the Alverno College experiment, however, faculty at other colleges have not rushed to replicate this model.

Although there may be a variety of factors that help to explain this reluctance, the most important one may be the most subtle one. Some faculty members sense that the external assessment-center model subtly changes the traditional definition of what it means to be a college faculty member. Faculty usually sense the need to come to closure with students within their courses by making a final evaluation of the student's academic performance. It appears to some faculty that the external assessment-center model prevents this traditional point of closure with students. Others feel that the external-assessment center model reduces their stature as college teachers since students may assign more significance to the assessment experience than to the courses being taught. This perception is further reinforced by

Alverno College's use of a pass-fail grading system. Most faculty do not understand that the assessment center is really primarily a support service for coordinating assessment activities and that Alverno faculty continue to assess students in class settings.

I believe that there is also an additional but equally important factor to be considered. It may be that faculty members at other colleges perceive the amount of time and energy required to reach the level of sophistication in assessment achieved by the Alverno faculty lies beyond the reach of most college faculties. The fact that the Alverno faculty was at the same novice level in assessment as others twelve or fifteen years ago seems not to be appreciated. When confronted by such a comprehensive and refined assessment system, faculty at other colleges appear not to understand where to begin the task of building their own assessment model.

The King's College course-embedded assessment model provides a more traditional context in which assessment takes place for students and faculty. It focuses on assessing students as part of the natural teaching/learning process in the classroom and on providing the documentation of cumulative learning. It does not affect the traditional definition of what it means to be a faculty

member, although it does provide common assessments for students across the curriculum. Assessment also has not advanced at King's College to a level of sophistication that would prevent faculty at other colleges from understanding the process used by the faculty for developing this assessment model to complement the new outcomes-oriented core curriculum. For these reasons, the experience of King's College in developing a course-embedded assessment model may prove to be more easily understood and more readily replicated by faculty at other colleges.

Course-embedded assessment strategies are reflected throughout the King's College curriculum—both in courses in the core curriculum and in courses in major programs. King's College has designed its assessment program to be an integral part of a new outcomes-oriented core curriculum. Assessment at King's College is a natural response to teaching and learning. Five years were devoted to faculty development and to curriculum development before the word "assessment" was ever mentioned.

The educational goal of King's College is not only to graduate students who are certified as being competent but also to graduate students whom the College has helped to realize their

academic potential. The curriculum and assessment design demand that faculty help students to understand the expected exit criteria for graduation and provide a plan by which students may successfully meet these standards. Assessment can contribute to student learning by encouraging faculty to make goals and criteria for judgment explicit as well as by eliciting sequential behaviors in students that contribute to their achieving the desired levels of competence.

The assessment program is intended to be diagnostic and supportive of student learning. The primary purpose of academic assessment at King's College is to provide systematic feedback to students on their academic progress toward meeting the expectations of faculty throughout all four years of undergraduate studies. Students are then able to act upon this feedback to become more successful learners. There are multiple assessment experiences that take place for students from the point of entering King's College to the point of graduation. No one assessment experience, viewed in isolation, can ever be considered adequate.

Assessment strategies at King's College are primarily embedded in course work and therefore are a natural and integral part of the teaching/ learning process rather than being external and

intrusive. Assessment strategies embedded in course work also address directly the question of student motivation. Students take assessment seriously because it counts as part of the course grade even though faculty assign to it an additional special purpose for assessing specific learning objectives.

Instruction and assessment are insepa-rable. Assessment should never go on in a vacuum but should be part of a larger educational design. Assessment needs to make sense, both to the learner and to the teacher. Jonathan Warren suggests that "assessment of learning might best be carried out where the learning occurs—in individual courses."[4] The King's College course-embedded assessment model anticipates and re-flects this advice.

All core curriculum courses use pre- and post-assessments which are common to all sec-tions of a course. The assessments are designed by faculty project teams. The post-assessment is administer d to students two weeks prior to the end of the course in order to provide ample time for faculty to give feed back to students. The post-assessment usually counts as 25% of the grade for the final examination.

Competence Growth Plans for the eight transferable skills of liberal learning provide another component of the course- embedded assessment model. The faculty in each major program have included in these plans assessment strategies and assessment criteria to be used for evaluating student mastery of transferable skills of liberal learning in a variety of courses. Students' performance in these assessment experiences become part of their course grade. Students experiencing difficulty in meeting the assessment criteria may seek assistance from the Center for Advisement and Student Development or from the faculty member teaching the course.

Sophomore-Junior Diagnostic Projects may also be regarded as course-embedded assessment strategies. Students usually begin their projects in response to an assignment in a second-semester sophomore course in their major field. After receiving feedback from faculty members, students continue to work on their projects during the summer. They must submit these projects in a first-semester junior-year course in the major program where the projects fulfill requirements of the particular course and are graded.

The Senior-Level Integrated Assessment, linking learning in the core curriculum with learning in a student's major field of study takes place within

the context of a senior seminar. The assessment criteria developed by faculty in the student's major field of study communicate the expectations of faculty for graduating seniors. The student's ability to meet these expectations through a variety of assessment experiences embedded in the design of the senior seminar are reflected in the student's grade for the seminar.

The change process operating at King's College is an organic one. General goals have been set forth for the design and implementation of an outcomes-oriented curriculum supported by a course-embedded assessment model. Faculty serving on core curriculum project teams and departmental faculty teaching courses in major programs have initiated virtually a hundred experiments to respond to the general goals of curriculum and assessment. King's College has been successful in fostering a trusting environment in which faculty are willing to take risks in order to constantly improve both the quality and quantity of learning that takes place for students. Not all experiments are equally successful. Not all criteria for assessing student learning are equally specific. Not all Competence Growth Plans are equally effective. Not all Senior-Level Integrated Assessments are equally challenging. But all these experiments are moving toward the successful implementation of an outcomes-oriented curricu-

lum that uses course-embedded assessment strategies to help students realize their potential as learners and to meet the expectations of the King's College faculty for graduating seniors.

Rather than beginning with a set of generic learning outcomes and assessment criteria applying equally to all students at the point of graduation, the King's College model recognizes that faculty in different disciplines have a range of expectations for students at the point of graduation according to a student's major program of study. Objectives, strategies, and criteria for assessing student learning in the major are the responsibility of faculty in each department. These faculty build upon the common learning outcomes for students articulated by the faculty teams responsible for courses in the core curriculum. Consequently, linkage is effected between learning in the core curriculum and learning in major fields of study, and such linkage fosters an understanding of the concept of cumulative learning.

Although a departmentally based process for assessing desired learning outcomes does not amount to uniformity throughout departments, it does result in faculty articulating exit criteria for student majors that make sense to students and to faculty within each discipline. These exit criteria, however, must relate to general expectations for all

college graduates as well as to more specialized expectations relating to students' major disciplines and most probable career paths. The range of expected exit criteria among the major programs must be monitored carefully to guarantee that senior-level assessment criteria for Competerce Growth Plans and for Senior Level Integrated Assessments fall within an acceptable range in order to provide a common qualitative definition for a King's College baccalaureate degree.

Even though assessment at King's College focuses primarily on the concept of assessment as learning, the assessment experience embedded in course work also provides documentation of the learning outcomes for students. In addition, the pre-assessment of freshmen with ACT COMP and the subsequent and required post-assessment during the senior year with the same instrument, provide a comparative measure of value-added. Student scores on the ACT COMP assessment also provide a partial validation for assessment strategies embedded in course work throughout all four years of the undergraduate experience at King's College.

ASSESSMENT STRATEGIES

The comprehensive assessment model for enhancing student learning outcomes at King's College begins during the summer advisement program. As explained above, the assessment process continues for all four years of undergraduate education through course-embedded assessment strategies and culminates for students with a Senior-Level Integrated Assessment within their major program of studies. The assessment model also includes alumni surveys at several different points in time in order to obtain a more complete understanding and documentation of outcomes for King's College graduates.

Summer Advisement and Orientation Periods

Assessments are administered to all entering freshmen and transfer students for the purpose of placing students in appropriate levels of skills courses. The writing assessment includes a writing sample which is scored using holistic methods and which also serves as the pre-asssessment for writing courses. Students whose writing samples are not at the entry level for the required freshman writing course in the core curriculum are required to enroll in a developmental writing course in the

Center for Academic Advising and Student Development (CASD). Students must meet the exit criteria for this course before they are permitted to enroll in the required writing course in the core curriculum.

A speech screening program is also part of the summer advisement interview. Advisors identify students experiencing speech anxiety for further assessment by the speech resource person. These students enroll in an interpersonal communications course as a prerequisite for entering the required speech program in the core curriculum. Students also make a video tape at this time of a short spontaneous speech as the first entry in their video tape portfolio. This speech serves as the pre-assessment for placement in an appropriate speech course.

A math assessment is also administered to entering students to determine appropriate placement in a wide range of possible math courses according to the student's intended major field of study. The advisement interview provides an additional assessment for determining levels of math anxiety for liberal arts students. Students experiencing the greatest levels of math anxiety are then placed in a math confidence section of the quantitative reasoning course in the core curriculum.

The critical thinking faculty team plans to develop an assessment in critical thinking for entering students in the future. This assessment will be designed to more effectively identify students who are not prepared to enter the required critical thinking course in the core curriculum and who need first to enroll in the CASD course on comprehension skills. It is possible that this assessment may be integrated with the writing sample, thus permitting one assessment experience for students to serve a dual purpose.

An outcomes-oriented curriculum requires that students understand assessment criteria and the need to meet them before progressing to the next level of the King's College curriculum. The need for this understanding applies equally to transfer students. Although all transfer students have received passing grades in freshman-level skill courses at other colleges, assessment may reveal that some transfer students have not mastered the specific skill being assessed at a level that is equivalent to the exit criteria of freshmen courses at King's College. These students are awarded elective credit for the courses taken previously at another college, but they are required to enroll in the freshman writing and critical thinking courses in the King's College core curriculum. To do otherwise would be unfair to these students. The cumulative learning design

of the core curriculum and the Competence Growth Plans designed by faculty in each major program anticipate that students have successfully met the assessment criteria at earlier levels. An outcomes-oriented curriculum requires taking learning seriously.

Two standardized assessment instruments are also administered to entering students during the summer advisement and orientation periods. The first is an attitudinal survey of the Cooperative Institutional Research Program (CIRP) designed to identify student goals, attitudes and values. Faculty will design in the future a corresponding senior-level assessment for values, an instrument to be incorporated into senior-level core curriculum courses in Responsible Believing and Acting. The second standardized assessment administered to students is the College Outcome Measures Project (COMP) of the American College Testing Program. This assessment is designed to measure six areas of general knowledge and skills presumed to be outcomes of undergraduate general education programs. The COMP instrument does not assess all the outcomes identified by faculty at King's College as appropriate for liberal learning, but it does assess the application of critical thinking in a variety of disciplines. It also provides comparative scores with students at other colleges. This assessment instrument is readministered to graduat-

ing seniors to serve as one indicator of the value added by undergraduate general education at King's College.

Freshman Through Senior Years

Course-embedded assessment strategies-characterize the assessment program for students from freshman year through senior year. These assessments do not require additional class time for either faculty or students, but are part of the natural flow of the teaching/learning process in each course. Student learning and the assessment of student learning support one another in the classroom. Students act upon this information to improve their academic performance.

(1)   ## Pre- and Post-Assessments for Core Curriculum Courses

All courses in the core curriculum utilize pre- and post-assessments. These assessments focus on assessing the ability of students to think and to communicate in each discipline. In skills courses, the assessments focus on determining the student's ability to use a specific skill effectively.

Pre-assessments provide faculty members with a better sense of the prior learning that has taken place for students and of their readiness to meet desired learning outcomes for the course. Effective teaching should begin with meeting students where they are in their education. If faculty will take the time to do this, students will enjoy a greater likelihood of success in achieving the desired learning outcomes for the course. Effective teaching requires that the teacher know in advance areas of the syllabus that may demand special attention in order to meet the needs of students in the course. The pre-assessment is administered to students in the context of establishing a helping relationship between teacher and student. The spirit of the helping relationship is reflected in the introductory paragraphs of the pre-assessment for Literature and the Arts (CORE 160)):

Dear Student:

As your instructor in CORE 160, I am very much interested in knowing something about your current understanding, appreciation, and involvement as far as literature and the arts are concerned.

While later today, or in our next meeting, you can count on me to take up the "nuts n' bolts" issues like objectives, calendar, assignments, and grading, at this time I would ask that you use about 50 minutes to respond thoughtfully and frankly to the questions that follow. Knowing more about where we are now will give us all a greater sense of where we're going.

Faculty members provide feedback to students on the pre- assessment during the first two weeks of the semester. Students who demonstrate a high degree of readiness to achieve the desired learning outcomes for the course are invited to meet individually with the faculty member   This interview is intended to communicate to students the faculty member's sense of their strengths as well as to help students establish personal learning objectives that will be challenging.   Even "A" students must understand that education is a developmental process and that the "A" level performance of a freshman is not the same as an "A" level performance of a senior in the same discipline.

A similar interview is held by faculty with students whose pre-assessments indicate areas of

weakness in relationship to the desired learning outcomes for the course. These students receive encouragement but with a clear statement of what they need to do in order to meet the exit criteria for the course. If the nature of the weakness warrants it, faculty may refer students to the Learning Skills Center for academic support services.

Students whose pre-assessments do not reveal any particular strengths or weaknesses are invited to meet in small groups with the faculty member. These meetings focus on further clarifying course objectives and the kinds of academic behaviors required for students to be successful in the discipline. Whethe students receive feedback from the faculty member privately or in a group setting, an initial helping relationship has been established. The focus for an outcomes-oriented curriculum should be to help students experience success by realizing their full academic potential. The King's College assessment model does not foster elitism nor does it seek to exclude students from higher education due to their being under prepared. It is positive, not negative. It focuses on helping students correct deficiencies in their prior education, gain self confidence, and meet faculty expectations. Faculty and students at King's College focus on exit criteria as the true measure of excellence in higher education.

The post-assessments in most core curriculum courses take the form of an essay question or a case-study. The student's answer permits a faculty member not only to judge the student's ability to think and to communicate effectively within the discipline but also the extent to which he or she has met the priority learning objectives for the course. The post-assessments are generally administered one or two weeks prior to the end of the semester in order to provide faculty with the necessary time to give students feedback before the final exam period. This helps student to focus on the faculty member's comments evaluating their le: ning rather than on a grade. The post-assessment question is designed by the members of the faculty team and is common to students in all course sections. The question also counts for 25% of the final examination grade in order to guarantee that students are sufficiently motivated to do their best work.

(2)   Four-Year Competence Growth Plans

Four-year Competence Growth Plans for eight transferable skills of liberal learning link learning in the core curriculum with learning in each student's major program. The eight habits of learning or skill areas are the following: Effective

Writing, Effective Oral Communication, Critical Thinking (logic and rhetoric), Problem Solving Strategies and Creative Thinking, Quantitative Analysis, Library and Information Technology, Computer Literacy, and Values Awareness.

Syllabi for core curriculum courses and courses in major programs specifically identify the transferable skills of liberal learning that will be further developed in each course. Since these se-lected liberal learning skills are reflected in the course objectives and desired learning out comes for students, faculty members provide students with feedback on their ability to transfer these skills effectively and to continue to improve their level of mastery. The ability of students to transfer these liberal learning skills into their respective major fields of study requires faculty to establish specific expectations in each major program and to give regular feedback to students on their success in meeting these expectations.

(3)   Sophomore-Junior Diagnostic Project

The Sophomore-Junior Diagnostic Project is designed by faculty in each major program for student majors. The assessment is designed to serve as a diagnostic screening dev e to deter-

mine the ability of students to transfer critical thinking and effective communication skills developed through the core curriculum to a selected question, case study, or project related to their major field of study. The Sophomore-Junior Diagnostic Project provides a process check for Competence Growth Plans and for monitoring at least two of the transferable skills of liberal learning. At present, the Sophomore-Junior Diagnostic Project screens for critical thinking and effective writing. In the future, it will also screen for effective oral communication.

Two principal approaches to designing the Sophomore-Junior Diagnostic project have evolved. The first approach is that of utilizing a student portfolio. In some major programs that have required courses for students during the freshman and sophomore years, students are required to develop a portfolio of their writing that reveals the application of critical thinking to their major field of study. With the advice of a faculty advisor, students choose one piece of writing to revise so that it meets the higher expectations articulated by faculty for a student majoring in that discipline at the junior level. It is important for both students and faculty to be clear about the specific criteria that departmental faculty will use to evaluate the work of a junior major.

Students begin the revision process during the second semester of the sophomore year in order to receive preliminary feedback from their faculty advisor. Students continue the revision process during the summer period and hand in the finished product to their academic advisor during the opening of the fall semester of their junior year. The revised piece of writing is evaluated by two departmental faculty other than the faculty member for whom it was originally written. The student then meets with the advisor to receive feedback cn the revised piece of writing.

The second approach to designing the Sophomore-Junior Diagnostic Project has students respond to an actual project designed by the faculty in their major program. The design of this project requires students to apply critical thinking skills as well as to engage in writing. The project is initiated by students in a required course in the major during the spring semester of their sophomore year. The specific criteria to be used for assessing junior-level work are explained at this time. The project is initiated early enough in the spring semester for faculty in the major program to provide preliminary feedback to students. The project is then completed over the summer. The completed project is handed in by the student to the faculty member in a designated required junior course in the major program. The grade received

on the project counts as part of the final course grade.

The project is evaluated by the departmental faculty and feedback is provided to students by either the instructor in the designated course or by the individual student's academic advisor. The Sophomore-Junior Diagnostic Project helps students to develop a clearer understanding of the expectations of faculty in their major field of study with respect to their ability to apply critical thinking skills and to communicate effectively. It also helps students to develop a better understanding of the specific criteria faculty use to judge work of students in their respective major fields of study. Because the criteria for the Sophomore-Junior Diagnostic Project relate to the criteria set forth in the Competence Growth Plans and anticipate the criteria articulated in the Senior-Level Integrated Assessments, students are better able to understand the developmental process in which they are engaged.

Since the purpose of the Sophomore-Junior Diagnostic Project is to identify students who have not made satisfactory progress as critical thinkers and as effective communicators, the College must bring resources into place to assist these students. It does not do any good to point out deficiencies to a student unless at the same time a plan is

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available to correct them. King's College will expand its Learning Skills Center from its exclusive emphasis on freshmen to provide new support services in writing, speaking and critical thinking for sophomores, juniors, and seniors. These services must understandably be of different nature than those provided by the Learning Skills Center for freshmen. The development of these support services will require close cooperation with faculty in a student's major field of study. This type of intervention strategy is absolutely necessary in a curriculum focusing on learning outcomes.

An outcomes-oriented curriculum complemented by a course-embedded assessment model requires that students address all deficiencies identified by faculty. Neither faculty nor students can afford to pretend that learning has taken place by ignoring the failure of students to meet expected competence levels defined by assessment criteria. A course-embedded assessment model should significantly reduce the number of students achieving junior status with deficiencies. These students should have received lower or failing grades from faculty in prior course work. But a course-embedded assessment model must recognize the human element of such an approach to assessing student learning. The Sophomore-Junior Diagnostic Project provides a safeguard against identifying deficiencies for continuing students only at the

senior level when it is too late to help students repair these deficiencies. Examples of Sophomore-Junior Diagnostic Projects can be found in Appendix F.

(4)   Standardized Assessments

King's College administers two standardized assessment instruments to students for the purpose of program evaluation. The College re-administers the College Outcome Measures Project (COMP) of the American College Testing Program to seniors early in the spring semester. The results of the objective test for seniors are juxtaposed with the scores of the same students when they were freshmen. This system provides partial documentation of the value added by general education at King's College. The assessment scores also provide the basis for comparing the performance of King's College students with students at other colleges.

The COMP assessment program is administered by King's College to validate student learning outcomes for those out side the College who might charge that a course-embedded assessment program is too subjective and self-serving to be a valid measure of student learning.

Here lies the crux of the major issue in assessment today: assessment designed to provide feedback to redirect and to enhance student learning versus standardized assessments used for administrative purposes and designed to produce scores for graduating seniors to be reported to those outside a college as evidence that learning has taken place. The King's College faculty would clearly argue that assessment as learning is far more valuable to students as a means of improving their academic performance than a test score reported at the end of their educational experience. Assessment as learning, reflected in a course-embedded assessment program, relates directly to the philosophy and goals of the King's College curriculum. The assessment strategies relate directly to the desired learning outcomes established by faculty for students and to what is actually being taught to students by faculty. Externally-mandated standardized assessments may lack from all of these factors. This is especially true if the primary objective for such standardized assessment is information recall.

Although the specific learning outcomes desired for students at King's College extend beyond the six areas of general knowledge and skills included in the COMP instrument, it does provide partial documentation of the learning that takes place for students. The COMP assessment

instrument does not strike a discordant note with respect to the philosophy and goals of the King's College core curriculum because it emphasizes higher order reasoning rather than mere information recall. The COMP assessment provides students with visual, audio, graphic, and written stimuli. Students must then apply their prior learning to understanding and analyzing the new case study or stimulus. More than anything else, the COMP assessment appears to be a tool for critical thinking across the curriculum. This process focus of the COMP instrument reflects the philosophy and goals of the King's College core curriculum.

The second standardized assessment used at King's College for program assessment is also a product of the American College Testing Program. This is the ACT Student Opinion Survey. It is administered annually to a representative sample of students each Spring to determine the level of satisfaction with all aspects of their experience at King's College. The survey instrument provides the opportunity for a college to add questions of current interest. This is especially important during the developmental stage of implementing an outcomes-oriented core curriculum and course-embedded assessment model. It is essential for an academic planner to understand student perspectives on their own learning. The ACT Student

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Opinion Survey provides vital information for use in program evaluation.

(5)   Senior-Level Integrated Assessment

The culminating assessment experience for students at King's College is the Senior-Level Integrated Assessment. This assessment is intended to provide an opportunity for the faculty in a student's major field of study to make a holistic judgment of the student's education, especially the ability of the student to integrate the transferable skills of liberal learning with learning in his or her major field of study. Most departments have developed or revised existing senior seminars as the setting for this comprehensive, course-embedded, Senior-Level Integrated Assessment.

The integrated assessment is intended to be a performance-based student experience which can be evaluated by all faculty members in the student's major field of study as well as by professionals in related fields of employment if appropriate. The assessment experience should provide the basis for evaluating the following areas of learning:

(1)   command of the knowledge base for the major field of study;

(2) mastery of the methodology of the major discipline;

(3) competence in the transferable skills of liberal learning relating to the departmental competence statements and four-year competence growth plans.

The Senior-Level Integrated Assessments have been developed by faculty in each major program usi ig the following format:

Assessment Objectives -
  What is the department interested in knowing about its majors at the point ` graduation?

Assessment Methodology and Setting -
  How, where, and when will the department assess senior majors?

Assessment Criteria -
  What expectations or standards has the department established as exit criteria for senior majors?

Feedback Mechanism -
  How will the faculty for share its evaluation with individual student majors?

The definition of the objectives and assessment criteria for the Senior-Level Integrated Assessments communicates to students the expectations or exit criteria which faculty have for student majors at the point of graduation. The objectives and criteria are consistent with the eight Competence Growth Plans for the transferable skills of liberal learning, the intended learning outcomes of core curriculum courses, and courses in the curriculum of the major program. These descriptions of faculty expectations will be available to all students entering King's College as freshmen in 1989. Explicit statements of exit criteria provided to students as they begin their undergraduate studies should help them to focus their attention more sharply on what they need to do in order to meet faculty expectations. Students need to understand that faculty in their major field have specific expectations concerning their ability to demonstrate command over the transferable skills of liberal learning within the context of their discipline.

As with all examples of course-embedded assessment strategies at King's College, the specific descriptions of assessment experiences remain in draft version. Faculty are in the process of refining their objectives and strategies and making assessment criteria more explicit for students. From one perspective, King's College

faculty are not doing an..., .g new since they have always made judgments about the quality of student learning. What is new - and this is significant - is that the criteria for making these judgments are now being communicated to students in advance and in a way that is explicit rather than implicit. These criteria can now be used as a beacon to guide students. Examples of Senior-Level Integrated Assessments can be found in Appendix G.

(6)   <u>Alumni Surveys</u>

Not all the desired outcomes of undergraduate education can be assessed prior to students' graduating from college. King's College surveys its alumni to document outcomes over a more extended period of time. Alumni outcomes also provide another significant input for program evaluation.

King's College surveys all graduates one year after the date of their graduation. The objective for this survey is to have graduates compare the value of their education at King's College with the perceived value of the education of those with whom they are now associated in graduate school, professional school, or in the work place.

Graduates respond in writing to a series of open-ended questions. The answers to these questions provide valuable information for program evaluation. The following four questions are currently used in the survey:

(1) What do you view as the major strength of your education at King's College?

(2) What do you view as the major weakness of your education at King's College?

(3) Would you recommend King's College as a first choice college to a high school student?   (Please state reasons.)

(4) Do you have any suggestions regarding improving the quality of education at King's College for future students?

Graduates also rate their education at King's College compared with the education of graduates from other colleges according to the following factors:

	Better	Same	Worse
1. General Education (breadth of knowledge)	3	2	1
2. In-depth education in your major field	3	2	1

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		Better	Same	Worse
3.	Ability to write effectively	3	2	1
4.	Ability to speak effectively	3	2	1
5.	Ability to think clearly	3	2	1
6.	Ability to solve problems	3	2	1
7.	Knowing how to learn independently	3	2	1
8.	Academic success (if engaged in continuing education	3	2	1
9.	Preparation for entry-level position (if employed)	3	2	1
10.	Probability for upward mobility through promotion (if employed)	3	2	1

King's College also conducts a comprehensive survey of all alumni every five years to determine the extent of their involvement in continuing education, participation in community activities, success in their chosen career, and the general level of satisfaction with their education at King's College. This survey provides alumni, given the changing educational needs that they have experienced in society and in their individual careers, an opportunity to identify areas of the curriculum that current students should emphasize.

Assessment in higher education has not yet reached the level of sophistication and maturity desired by the higher education community. The

King's College faculty has accepted the challenges of attempting to assess higher order learning taking place for students and of approaching assessment as an integral part of teaching and learning. It is far more difficult to assess process than it is to assess content; but what we choose to assess will in the long-run define higher education, its quality and its value. This is the promise that the assessment debate holds for improving both the quality and the quantity of learning taking place for students.

King's College has attempted to contribute to realizing this potential by developing a course-embedded assessment model to complement its outcomes-oriented curriculum. This experiment has already contributed significantly to improving both the quality and quantity of learning for students at King's College. Much remains still to be accomplished. Many assessment strategies need to be further tested. Many refinements in curriculum and assessment are already envisioned. The creativity of error encourages further experimentation so that the promise of assessment for higher education may be realized:

Give me a fruitful error anytime, full
of seeds, bursting with its own cor-
rections.

Vilfredo Pareto
Comment on Kepler

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CHAPTER IV - NOTES

[1]Jonathan Warren, "Assessment at the
Sources," Liberal Education, Volume 73, No. 3
(May/June 1987), p. 3.

APPENDIX A

INCREASING STUDENT INVOLVEMENT IN LEARNING
THROUGH FOUR-YEAR COMPETENCE GROWTH PLANS
CHERYL O'HARA

Competence Growth Plan in Critical Thinking
for Students Majoring in Marketing

FRESHMAN YEAR

Competence Description

(1) To understand the reasoning
process by which one develops
and supports one's beliefs with
clear, unambiguous arguments and
evaluates the soundness of the
arguments of others

Strategy

CORE 100: Critical Thinking

- preparation of a critical analysis
and evaluation of an extended
argument

- preparation of an original
argumentative essay on a
controversial topic

Assessment Criteria

(1) student identifies an argument and
distinguishes support from conclusion

(2) student identifies language problems,
such as ambiguity, vagueness, and
emotionally loaded language

(3) student identifies crucial fallacies
in arguments

(4) student summarizes and reconstructs
an argument contained in an extended
essay

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Competence Description	Strategy	Assessment Criteria
		(5) student draws appropriate inferences from data
		(6) student recognizes hidden assumptions and implied premises and conclusions of an argument
		(7) student separates a problem into discrete units and sets forth evidence in separate, meaningful categories
		(8) student recognizes and performs the basic functions of deductive and inductive reasoning
		(9) student chooses and defends an appropriate course of action from among a number of possible alternatives
		(10) student uses the results of appropriate research (library, expert opinion, survey, experiment) in the analysis, construction and evaluation of arguments

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Competence Description	Strategy	Assessment Criteria
(2) To explain the reasoning process applied to various disciplines and to demonstrate that process in social science and business	CORE 100: Critical Thinking - preparation of an argumentative essay applying the principles of Critical Thinking within in a specific discipline CORE 150: Human Behavior and Social Institutions - preparation of critical analyses of selected articles in social science journals	(1) student explains how the reasoning process differs in various disciplines (2) student summarizes and reconstructs an argument contained in a social science journal article (3) student draws appropriate inferences from data (4) student recognizes hidden assumptions and implied premises and conclusions of an argument contained in social science journal articles (5) student identifies the evidence used for support of the conclusions set forth in social science journal articles (6) student identifies the logic and techniques of empirical research

APPENDIX A

SOPHOMORE YEAR

Competence Description	Strategy	Assessment Criteria

Competence Description

(1) To apply the principles of Critical Thinking to the analysis of case studies in Marketing

Strategy

Marketing 233. Principles of Marketing

- preparation in writing of analyses of case studies in Marketing

Assessment Criteria

(1) student correctly identifies the marketing problem presented in a case study

(2) student selects and applies relevant marketing principles to analyzing the case study

(3) student uses valid and relevant premises in developing the analysis

(4) student distinguishes fact from opinion

(5) student avoids language problems such as ambiguity and vagueness

(6) student does not over generalize

(7) student draws appropriate conclusions and makes recommendations consistent with the argument and supported by the evidence presented

Competence Description	Strategy	Assessment Criteria
(2) To apply the principles of Critical Thinking to the development of a Marketing Plan	Marketing 203: Principles of Marketing - preparation of a Marketing Plan in response to the analysis of a case study	(1) assessment criteria 1-7 above (2) student integrates relevant marketing information from a variety of sources (3) student identifies alternative marketing strategies (4) student identifies specific reasons for choice of marketing strategy as well as reasons for rejecting other possible strategies

APPENDIX A

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JUNIOR/SENIOR YEAR

Competence Description	Strategy	Assessment Criteria
(1) To solve marketing problems relating to consumer behavior	Marketing 257: Consumer Behavior - preparation orally and in writing of analysis and recommendations in response to specific consumer behavior situations - development of a solution to a specific consumer behavior situation through research and creativity Marketing 263. Fashion Merchandising - preparation of a written analysis of how environmental changes have influenced fashion attire - preparation of an oral analysis of a hypothetical case study relating to possible future environmential changes and resulting marketing problems relating to fashion merchandising	(1) student applies general principles of Marketing to consumer behavior (2) student recognizes and performs the basic functions of deductive and inductive reasoning in analyzing a marketing problem (3) student chooses and defends an appropriate marketing strategy from among a number of possible alternatives (4) student uses the results of appropriate research in the analysis and solution of a marketing problem (5) student develops a persuasive argument in which the analysis and solution to a marketing problem reflects common principles of logic (6) student develops a creative solution to a marketing problem by applying a specific technique for creative problem solving

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Competence Description	Strategy	Assessment Criteria
(2) To recognize the importance of cultural factors for solving international marketing problems	Marketing 243: International Marketing - preparation of a written analysis of a case study in international marketing - preparation of a feasibility study for marketing a particular product in a designated country	(1) criteria 1-6 above (2) student identifies and applies appropriate cultural principles and concepts to the solution of an international marketing problem (3) student identifies and assesses alternative marketing strategies reflecting a variety of cultural factors
(3) To apply the principles of Critical Thinking to the design of an advertising campaign for a new or existing product	Marketing 253. Advertising - preparation in writing and orally of critical analyses and recommendations for advertisements according to specific advertising principles and concepts - preparation of a Plans Book for a new product Marketing 254. Creative Advertising - completion of a marketing project with a company to create an advertising campaign for a new or existing product	(1) student develops an advertising plan logically related to the marketing research for a product (2) student creates an advertising campaign for a new or existing product that is logically related to marketing research, financial analysis, creative design as well as synthesizing principles, concepts and information learned in previous marketing courses

APPENDIX A

SENIOR YEAR

Competence Description	Strategy	Assessment Criteria
(1) To conduct m .rketing research to solve a marketing problem	Marketing 279. Marketing Research - design and testing of question-naires to solve particular marketing problems Marketing 281: Marketing Management - preparation of an analysis of marketing research findings in relationship to a particular marketing problem - development of a Marketing Plar: rehecting marketing research and addressing a particular marketing problem	(1) student designs a questionnaire which logically relates to a specific marketing problem by including the necessary data required for generating a solution (2) student engages in analysis of a marketing problem which reflects logical thinking, the synthesis of marketing information and a solution logically related to research findings (3) student creates a Marketing Plan logically related to the research findings and to the analysis of the specific marketing problem

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CRITICAL THINKING COMPETENCE STATEMENT
FOR STUDENTS MAJORING IN MARKETING

Students majoring in Marketing will be able to apply their skills in critical thinking (knowledge, comprehension, application, analysis, synthesis, and evaluation) to solving marketing problems and to preparing a logically persuasive Marketing Plan

Competence Growth Plan in Effective Writing
for Students Majoring in Marketing

FRESHMAN YEAR

Competence Description

(1) To understand writing as a complex
of intellectual, rhetorical and
experiential concerns rather than as
only a set of "composition skills"

Strategy

CORE 110: Effective Writing

- engage in expressive journal
writing (minimum of 1,000 words
per week)

- engage in writing processes and
heuristic devices for developing
subjects

- participation in workshop and
tutorial experiences

Assessment Criteria

(1) student demonstrates ability to use
a variety of writing processes and
heuristic devices to discover ideas
for writing

(2) student demonstrates techniques of
drafting and editing in the writing
process

(3) student uses methods of development
such as definition, example, compar-
ison/contrast, cause/effect, process
analysis

(4) student narrows a general topic to a
specific one

(5) student describes objects or events
accurately

(6) student differentiates between
observations and inferences

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Competence Description	Strategy	Assessment Criteria
		(7) student engages in expressive writing, both free and focused, by presenting an authentic individual voice demonstrating that ideas have been interiorized
(2) To write an essay reflecting effective writing as both a creative and a practical art	CORE 110: Effective Writing - completion of ten edited papers for evaluation and grading - choice of one edited paper to be submitted for Writing Portfolio - preparation of two documented papers reflecting use of library resources and Library and Information Technology competence objectives - choice of one documented paper to be submitted for Writing Portfolio	(1) student translates a topic into a thesis statement (2) student reveals an outline or plan for a logically clear and rhetorically effective development of a thesis (3) student develops and supports a thesis by using specific evidence, examples and concrete details (4) student demonstrates understanding and use of library information technologies to discover information (5) student recognizes the variety of purposes and audiences for writing

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Competence Description	Strategy	Assessment Criteria
		(6) student writes clear and forceful prose
		(7) student reveals a broad vocabulary and sensitvity to language
		(8) student constructs sentences showing variety of purpose and pattern
		(9) student uses conventions of standard English spelling, grammar and usage

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SOPHOMORE YEAR

Competence Description

(1) To apply the principles of
effective writing to specific
formats used in business writing

Strategy

Marketing 235: Communication
Skills for Effective Marketing
(course under development)

- preparation of a variety of office
memos and business letters in
response to in-basket prompts

- selection of one office memo and one
business letter for placement in
Writing Portfolio

- preparation of a series of papers
utilizing correct formats for a case
analysis, marketing research report,
and advertising or marketing plan

- selection of one paper illustrating
the correct format for a case analysis,
marketing research report, and adver-
tising or marketing plan, for placement
in Writing Portfolio

Assessment Criteria

(1) student uses correct format for
writing an office memo and reflects
conventions of standard English
spelling, grammar and usage

(2) student uses correct format for
writing a business letter and
reflects conventions of standard
English spelling, grammar and usage

(3) student uses correct format for
preparing a case analysis and writes
a logically clear and rhetorically
effective analysis

(4) student uses correct formats for
marketing reports and writes a
logically clear and rhetorically
effective report

Competence Description

(2) To apply the principles of effec-
tive writing to developing a
Marketing Plan for a new product

Strategy

Marketing 233. Principles of Marketing

- preparation of a Marketing Plan

- re-writing of Marketing Plan for
placement in Writing Portfolio

Assessment Criteria

(1) student uses correct format for
preparing a case analysis and
incorporates assessment criteria
listed above for the freshman level

(2) student uses correct format for a
Marketing Plan and incorporates
assessment criteria listed above for
the freshman level

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JUNIOR/SENIOR YEARS

Competence Description	Strategy	Assessment Criteria
(1) To apply the principles of effective writing to a variety of specialized topics and audiences in marketing	Marketing 243 International Marketing Marketing 253: Advertising Marketing 254: Creative Advertising Marketing 255 Retailing Marketing 257 Consumer Behavior Marketing 259: Sales Management Marketing 261: New Product Development and Management - preparation of a written report on a culminating marketing project in each of the above courses - re-writing of three reports for placement in Writing Portfolio after receiving feedback	(1) student writes an appropriate report and incorporates assessment criteria listed above for the freshman level but at a level of sophistication that provides evidence of development as an effective writer above that demonstrated at the sophomore level via Writing Portfolio (2) student writes an appropriate report and incorporates junior-senior level criteria listed in the Critical Thinking Competence Growth Plan (3) student writes an appropriate report and incorporates junior-senior level assessment criteria listed in the Library and Information Technology Competence Growth Plan

Competence Description	Strategy	Assessment Criteria
(2) To develop a sensitivity to the public relations aspects of business and to write an effective press release of the quality expected by local, regional and national media	Marketing 251 Public Relations - preparation of a variety of press releases covering a variety of topics - feedback to student provided by professional member of local or regional media	(1) student uses the recognized journalistic format for a press release (2) student writes in a clear and concise style applying the principles and conventions of good journalistic writing (3) student identifies and responds to needs of intended audience

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SENIOR YEAR

Competence Description	Strategy	Assessment Criteria
(1) To write a formal case analysis at a professional level for a marketing management problem	Marketing 281 Marketing Management - preparation of a series of written case analyses - selection and re-writing of one case analysis for placement in Writing Portfolio	(1) junior-senior level assessment criteria 1-3 above (2) student engages in self-assessment of Writing Portfolio to identify specific ways that he or she has improved as a writer in business as evidenced by the addition of the case analysis to the Writing Portfolio
(2) To write a Marketing Plan at a professional level for the introduction of a new product	Marketing 281 Marketing Management - preparation of a Marketing Plan for a new product - preparation of an executive summary of the Marketing Plan for placement in the Writing Portfolio	(1) junior-senior level assessment criteria 1-3 above (2) student writes an appropriate report and incorporates junior-senior level assessment criteria listed in the Quantitative Analysis Competence Growth Plan

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WRITING COMPETENCE STATEMENT FOR STUDENTS
MAJORING IN MARKETING

Students majoring in Marketing will be able to write clearly, concisely, effectively, and interestingly for a variety of purposes and audiences. Students will be able to use effectively a variety of standard business formats for writing and to use conventions of standard English spelling, grammar and usage

2.8

Competence Growth Plan in Effective Oral Communication
for Students Majoring in Marketing

FRESHMAN YEAR

Competence Description

(1) To deliver an effective informative
speech

Strategy

CORE 115(A): Effective Oral
Communication

- speech screening program during
summer advisement program

- pre-assessment speech exercise for
video-tape Speech Portfolio

- preparation of a series of inform-
ative speeches with video-tape
feedback

- selection of one informative speech
to be placed in video-tape Speech
Portfolio

Assessment Criteria

(1) student demonstrates accurate know-
ledge about the topic

(2) student reveals a clear and logical
organization of information in order
to provide a focus

(3) student uses language that is clear
and appropriate for subject matter

(4) student anticipates and responds to
information needs of audience

(5) student enunciates clearly and uses
vocal variety

(6) student avoids fillers such as "you
know", "uh", "and", "uhm", etc

(8) student avoids grammatical errors

Competence Description	Strategy	Assessment Criteria
(2) To deliver an effective extemporaneous or impromptu speech	CORE 115(B) Effective Oral Communication - preparation of a series of extemporaneous or impromptu speeches (informative, persuasive, humorous) with video-tape feedback - selection of one extemporaneous or impromptu speech to be placed in video-tape Speech Portfolio	(1) assessment criteria 1-8 above (2) student engages in self-analysis by applying effective speaking principles to comparison of impromptu speech with prepared speech in the video tape Speech Portfolio

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SOPHOMORE YEAR

Competence Description	Strategy	Assessment Criteria
(1) To deliver an effective speech relating to a specific topic, issue, or question in an academic discipline	CORE 115(C). Effective Oral Communication - preparation of a series of speeches related to an academic discipline, preferably within the student's major field of study - selection of one speech to be placed in video-tape Speech Portfolio	(1) student demonstrates indepth and accurate knowledge about the topic (2) student is aware of implications of information presented (3) student communicates clearly the purpose or thesis at the beginning of the speech (4) student ends speech with appropriate concluding statement relating to purpose or thesis of the speech
(2) To make an effective marketing presentation incorporating visual aides and demonstrations	Marketing 235: Communication Skills for Effective Marketing (course under development) - preparation and delivery of a series of marketing presentations - selection and revision of one marketing presentation to be included in video-tape Speech Portfolio	(1) assessment criteria for freshman level and 1-4 above (2) student incorporates visual aids and/or demonstrations to provide clarity and emphasis (3) student demonstrates poise and self-confidence

JUNIOR/SENIOR YEAR

Competence Description

(1) To apply effective speaking principles and techniques to a variety of specialized topics and audiences in Marketing

Strategy

Marketing 253   Advertising

Marketing 254: Creative Advertising

Marketing 255· Retailing

Marketing 257: Consumer Behavior

Marketing 263   Fashion Merchandizing

- presentation orally of written reports on a culminating marketing project in each of the above courses

Assessment Criteria

(1) student prepares and delivers an appropriate oral report and encorporates assessment criteria listed above for sophomore level, but at a level of sophistication that provides evidence of development as an effective speaker above that demonstrated at the sophomore level via video-tape Speech Portfolio

(2) student prepares and delivers an appropriate oral report and incorporates junior-senior level assessment criteria listed in the Critical Thinking Competence Growth Plan

(3) student prepares and delivers an appropriate oral report and incorporates junior-senior level assessment criteria listed in the Library and Information Technology Competence Growth Plan

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Competence Description	Strategy	Assessment Criteria
(2) To set agenda and to conduct small group meetings	Marketing 259: Sales Management - active participation in small group discussions of case studies - leadership role in a small group analysis of a case-study and receives video-tape feedback	(1) student develops an appropriate plan for analyzing case study (2) student applies and fosters appropriate behaviors among group members for successful problem solving (3) student strikes effective balance between process and task behaviors for group (4) student demonstrates a variety of leadership behaviors appropriate to directing the group

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APPENDIX A

SENIOR YEAR

Competence Description	Strategy	Assessment Criteria
(1) To make an effective oral presentation at a professional level of a formal case analysis for a marketing management problem	Marketing 281 - Marketing Management - presentation orally of a case analysis - revision of case analysis and oral presentation for placement in video tape Speech Portfolio	(1) junior-senior level assessment criteria 1-3 above (2) student engages in self-assessment of video-tape Speech Portfolio to identify specific ways that he or she has improved as a speaker as evidenced by the addition of the case analysis to the video tape Speech Portfolio
(2) To make an oral presentation at a professional level of a Marketing Plan for introducing a new product	Marketing 281 - Marketing Management - presentation orally of a Marketing Plan - placement of oral presentation of Marketing Plan in video tape Speech Portfolio	(1) junior-senior level assessment criteria above (2) student makes an appropriate oral presentation of Marketing Plan and incorporates junior-senior level assessment criteria listed in the Quantitative Analysis Competence Growth Plan (3) student uses accepted format for oral presentation of a Marketing Plan

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ORAL COMMUNICATION COMPETENCE STATEMENT FOR STUDENTS MAJORING IN MARKETING

Students majoring in Marketing will be able to make a formal presentation which is properly organized, delivered effectively, and incorporates appropriate visual aides and/or demonstrations, and is presented with poise and confidence.

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Competence Growth Plan in Quantitative Analysis for
Students Majoring in Marketing

SOPHOMORE YEAR

Competence Description	Strategy	Assessment Criteria
(1) To understand and to apply the concept of model building to solve quantitative problems.	Business Administration 234: Management Science - preparation of the analysis of a case-study using an appropriate model - writing an essay explaining the concept of model building and its specific application in a case study	1) student explains concept of model building and its use in solving quantitative problems (2) student selects and applies the most appropriate model to solve a particular problem (3) student explains why specific model has been chosen (4) student correctly analyzes and solves specific problem
(2) To use a variety of models for solving problems	Business Administration 234: Management Science - preparation of a series of analyses for case studies using a variety of types of models	(1) student solves problems using each of the following types of models: Bayesian Analysis, Breakeven Analysis, Forecasting, Inventory (EOQ), Linear Programming, Scheduling, Queuing

Competence Description	Strategy	Assessment Criteria
		(2) student translates the problem into an appropriate mathematical format for each of the above types of models
		(3) student correctly analyzes and solves problems using each of the above models
(3) To utilize data gathered to calculate a breakeven point and market share for a company	Marketing 233: Principles of Marketing - preparation of a Market Plan incorporating quantitative data as part of the analysis	(1) student synethesizes raw data for analysis of marketing opportunities
		(2) student uses data to correctly calculate a breakeven point
		(3) student uses data to correctly calculate market shares figures

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JUNIOR/SENIOR YEAR

Competence Description	Strategy	Assessment Criteria
(1) To use quantitative inventory models to make retail inventory decisions	Marketing 255 Retailing Marketing 263 Fashion Merchandising - preparation of the analysis for a case study relating to inventory decisions in each of the above courses	(1) student uses data to calculate inventory levels (2) student makes an inventory decision appropriate to the quantitative data and business situation (3) student solves problems using specific concepts of Markup/Markdown, Trading Area Analysis, Return on Investment, Forecasting and Profit Margins
(2) To use quantitative forecasting models to make sales forecasting decisions	Marketing 259 Sales Management - preparation of the analysis for a case study relating to sales forecasting decisions	(1) student correctly locates and analyses demographic and socio-economic statistical data (2) student correctly uses data to determine sales forecast (3) student makes appropriate decisions based upon sales forecast

Competence Description	Strategy	Assessment Criteria
(3) To prepare a media plan using a variety of quantitative analyses	Marketing 253. Advertising Marketing 254: Creative Advertising - completion of a marketing project in each of the above courses requiring media plans using quantitative analyses	(1) student correctly identifies necessary quantitative analysis to be performed (2) student gathers and calculates data correctly (3) student incorporates correctly calculations of Reach, Frequency, Gross Rating Points and Cost per Thousand

SENIOR YEAR

Competence Description	Strategy	Assessment Criteria
(1) To utilize quantitative analysis models and techniques in marketing research	Marketing 279 - Marketing Research Marketing 286 - Marketing Management - preparation of the analysis of a case study based upon quantitative models and techniques in each of the above courses	(1) student uses Bayesian Analysis to determine the cost effectiveness of undertaking research (2) student develops an appropriate hypothesis for the marketing problem (3) student correctly uses the following statistical tests for significance: Chi Square, Kolmogorou-Smirnov, and Median (4) student determines the appropriate statistical test for significance and performs analysis correctly (5) student draws the correct conclusion from the statistical analysis (6) student uses statistical analysis to make appropriate business decisions (7) students presents analysis in formal case analysis format

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QUANTITATIVE ANALYSIS COMPETENCE STATEMENT FOR STUDENTS
MAJORING IN MARKETING

While analyzing a wide variety of situations, students majoring in Marketing will be able to select appropriate types of quantitative analysis, perform the analysis, and use this analysis to make marketing decisions.

COMPETENCE GROWTH PLAN

In Library and Information Technology
For Students Majoring in Marketing

FRESHMAN YEAR

Competence Description

(1) To locate, use and understand
the functions and services of
library resources

Strategy

CORE 110   Effective Writing

- successfully complete the library
workbook BASIC LIBRARY SKILLS

- preparation of two documented
papers reflecting a variety
of library resources and their
appropriate use

Assessment Criteria

(1) student demonstrates ability to
understand the physical layout
of the library and the physical
organization of materials and
services

(2) student demonstrates ability to
use the card catalog to locate
books and non-printed materials

(3) student demonstrates ability to
use Library of Congress subject
headings

(4) student demonstrates ability to
read a catalog card, record
bibliographic information, and
create a bibliographic citation

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2 ⌐ 2

Competence Description	Strategy	Assessment Criteria
		(5) student demonstrates ability to use basic abstracting and index-ing tools for periodicals, news-papers, and government documents
		(6) student demonstrates the ability to use basic reference tools, encyclopedias, dictionaries and almanacs
		(7) student develops and implements a simple search strategy
		(8) student distinguishes between popular and scholarly materials
		(9) student demonstrates appropriate use of footnotes in acknowledging sources
		(10) student demonstrates the ability to correctly use all forms of library and information technology available to library patrons

221

APPENDIX A

SOPHOMORE YEAR

Competence Description

(1) To identify, locate, select, analyze and use appropriate company, industry, product, market and demographic information

Strategy

Marketing 233: Principles of Marketing

- preparation of a Marketing Plan for a particular industry and/or product

Assessment Criteria

(1) student identifies the type of information needed in order to identify and locate appropriate materials

(2) student develops a research strategy, identifying potential problems with alternative strategies

(3) student evaluates the information located in terms of its appropriateness, currency, depth, and authority of its source

(4) student validates information, when necessary, through other sources

(5) student synthesizes the collected information, draws valid conclusions and documents the evidence presented to support each position taken in the Marketing Plan

224

JUNIOR/SENIOR YEAR

Competence Description	Strategy	Assessment Criteria
(1) To understand the library as an information center and to use appropriate information technology	Marketing 254: Creative Advertising - preparation of an Advertising Plan which requires the incorporation of current statistical and other reference information Marketing 243 International Marketing - preparation of a marketing feasibility study for introducing a product in a selected foreign country	(1) sophomore assessment criteria 1-5 above (2) student demonstrates increased knowledge of appropriate printed sources in the field of Marketing (3) student demonstrates appropriate use of CD-ROM and computerized literature sources to locate information (4) student utilizes reference services by recognizing librarians as resource guides and interpreters (5) student demonstrates basic global awareness by using library and information technology to access cultural, social, political and economic data for a selected foreign country for the purpose of making a marketing decision

223

SENIOR YEAR

Competence Description

(1) To design and implement
sophisticated search
strategies in order to
conduct marketing research
to support a Marketing
Plan

Strategy

Marketing 281: Marketing
Management

- preparation of a Marketing Plan
at a professional level for the
introduction of a new product

Assessment Criteria

(1) junior/senior assessment criteria
1-5

(2) student designs a comprehensive
search strategy which incorporates
advance levels of library and
information technology services

(3) student demonstrates ability to
synthesize data from a variety of
sources and to display it in an
appropriate and relevant form
to support a Marketing Plan

224

2: 9

<u>LIBRARY AND INFORMATION TECHNOLOGY COMPETENCE STATEMENT</u>
<u>FOR STUDENTS MAJORING IN MARKETING</u>

Students majoring in Marketing will be able to plan and implement comprehensive search strategies, to utilize sophisticated forms of library and information technology, and to employ research techniques appropriate to marketing research and the subsequent development of marketing research reports

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GUIDELINES FOR WRITING CRITICAL AND ARGUMENTATIVE ESSAYS
GEORGE HAMMERBACHER

Writing a Critical Essay

1. Read the material to be criticized several times. Do not begin underlining or taking notes until the second or third reading.

2. Identify the main conclusion (thesis) of the piece. Identify all conclusions of sub-arguments if there are any. Some may be only implied.

3. Identify premises which support each conclusion (keep them separate). Note hidden assumptions and missing premises. Outline the main argument and the sub-arguments if there are any. Some may be only implied.

4. Evaluate each argument separately for acceptability of premises, relevance of premises to conclusion, and strength of support. Look for fallacies and language problems such as ambiguity, vagueness, and emotionally loaded language.

5. Plan your evaluation according to a system like the following:

   I. Introduction - Identify the title, author, and context of the essay which you are evaluating. Summarize it in general terms (perhaps relate it to some broader issue to interest your reader), and state in general terms whether you find it strong or weak.

   II. Reconstruction - State in detail the argument which you are evaluating, noting conclusion(s), supporting premises, implied premises, assumptions and/or conclusions. Do not criticize at this point

   III. Criticism - After saying anything positive that you can (assuming that you have found flaws in the piece), state its weakness systematically in terms of the criteria in #4 above (be sure to explain thoroughly). State any counter instances or counter arguments which you would like to introduce. Don't "beat a dead horse" by treating every weakness you have found, but don't omit anything you think powerfully damaging or very interesting. You might also suggest ways the argument could have been strengthened.

   IV. Conclusion - Summarize your criticism so that your reader will remember the main points of your evaluation. You may also want to finish by returning to the broader issue which you noted in the introduction

6. Write at least two drafts of your essay, editing carefully between drafts Let your essay incubate for at least a day or two, and then read it aloud once more to be sure you haven't missed any significant matters, and to hear how it sounds Then type and proof read your final draft.

7. Format: Type, double-spaced, on one side of 8 1/2 x 11 paper; include your name, CORE 100 (followed by section #), and Critical Essay at the top of the first page, and your last name and page number on each succeeding page Staple once in upper left-hand corner—no folders, binders, title pages, or other excess baggage.

Writing the Argumentative Essay

1. Search for a topic which interests you (perhaps in ' our major field) Try to come up with something fairly controversial, but avoid subjects that have been overdone (abortion, capital punishment).

2. To find the topic and to discover a particular approach to it that you might be able to support, try one of the heuristic strategies which you learned in CORE 110 (free writing, brainstorming, clustering, journal writing, the journalistic formula, etc.).

3. After doing the appropriate prewriting and organizing activities, write a draft which supports a thesis or conclusion of your own. Be sure it is an arguable one so that you can clearly choose one side. At this point some research may be necessary (library, interviews of experts, polls, surveys, experiments, etc.) to find data to support your conclusion more strongly than you can from your own background knowledge

4. Structure your argument similarly to the following

I Introduction - Give background or perhaps an illustrative example to show the significance of the subject or the nature of the controversy Consider stating the conclusion of your argument here as the thesis of your essay

II Refutation - Give a brief statement of and refutation of the opposing view(s) to make your reader aware that you have considered but rejected it (them) for good reasons. This refutation may be more appropriately placed last, just before your conclusion, or even interspersed at effective locations throughout the essay. You must choose the best location

III. Presentation of your argument - Throughout the body of your essay you should build your case one point at a time, perhaps devoting one paragraph to the defense of each of your premises, or setting forth your evidence in separate, meaningful categories.

IV. Conclusion - After all your evidence has been presented and/or your premises defended, pull your whole argument together in the last paragraph by showing how the evidence you have presented provides sufficient grounds for accepting your conclusion You may also add here some conventional device to finish your essay, such as a prediction, a new example, a reference to the example with which you began (now seen in a new light) etc.

5 Edit and proofread as you did your critical essay, but this time be sure to apply the critical process to your own argument to be certain you have not committed any errors in reasoning or included any fallacies for which you would criticize some other writer.

6. Type and proofread your final draft, and submit it according to the format requirements for the critical essay.

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HELPING STUDENTS IN A CRIMINAL JUSTICE CURRICULUM TO THINK CRITICALLY
BILL J. LUTES

Competence Growth Plan in Critical Thinking for
Students Majoring in Criminal Justice

FRESHMAN YEAR

Competence Description	Strategy	Assessment Criteria
(1) To understand the reasoning and process by which one develops and supports one's beliefs with clear, unambiguous arguments and evaluates the soundness of the arguments of others	CORE 100. Critical Thinking - preparation of a critical analysis and evaluation of an extended argument - preparation of an original argumentative essay on a controversial topic	(1) student identifies an argument and distinguishes support from conclusion (2) student identifies language problems, such as ambiguity, vagueness, and emotionally loaded language (3) student identifies crucial fallacies in arguments (4) student summarizes and reconstructs an argument contained in an extended essay (5) student draws appropriate inferences from data

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Competence Description	Strategy	Assessment Criteria
		(6) student recognizes hidden assumptions and implied premises and conclusions of an argument
		(7) student separates a problem into discrete units and sets forth evidence in separate, meaning-fu' _tegories
		(8) student recognizes and performs the basic functions of deductive and inductive reasoning
		(9) student chooses and defends an appropriate course of action from among a number of possible alternatives
		(10) student uses the results of appropriate research (library, expert opinion, survey, experiment) in the analysis, construction and evaluation of arguments

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Competence Description	Strategy	Assessment Criteria
(2) To explain the reasoning process applied to various disciplines and to demonstrate that process in social science	CORE 100: Critical Thinking - preparation of an argumentative essay applying the principles of critical thinking within a specific discipline CORE 150: Human Behavior and Social Institutions - preparation of critical analyses of selected articles in social science journals	(1) student explains how the reasoning process differs in various disciplines (2) student summarizes and reconstructs an argument contained in a social science journal article (3) student draws appropriate inferences from data (4) student recognizes hidden assumptions and implied premises and conclusions of an argument contained in social science journal articles (5) student identifies the evidence used for support of the conclusions set forth in social science journal articles (6) student identifies the logic and techniques of empirical research

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APPENDIX C

Competence Description	Strategy	Assessment Criteria
(3) To apply the principles of critical thinking to a contemporary social issue	CORE 152 Social Issues - preparation of a critical analysis of a specific social issue based upon a variety of treatments of the issue contained in newspapers	(1) assessment criteria 1-5 above (2) student identifies language problems, such as ambiguity, vagueness, and emotionally loaded language (3) student recognizes propaganda (4) student distinguishes c e and effect statements from correlation data (5) student discerns the logic leading to the research project's conclusion
(4) To understand social science methodology as a mode of critical thinking	CORE 150 Human Behavior and Social Institutions - preparation of a critical analysis of social science methodology reflected in a social science journal article reporting on a research project	(1) student identifies the social science research technique utilized in a research project (2) student identifies the sources of the research project's hypothesis (3) student identifies and explains the relationship between the dependent and independent variable

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23 4

Competence Description	Strategy	Assessment Criteria
		(4) student distinguishes cause and effect statements from correlation data
		(5) student discerns the logic leading to the research project's conclusion

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SOPHOMORE YEAR

Competence Description

(1) To demonstrate social science research skills

Strategy

Social Science 251:
Computer Applications and
Methods of Social Science
Research

- utilize computer software
for recording, organizing
and communicating data for
social science research

- prepare a documented and
extended argumentive essay
on a selected topic in
social science

Social Science 261
Statistics and Methods of
Social Science Research

- preparation of an original
research project utilizing
social science methodological
and statistical techniques
supported by computer software

Assessment Criteria

(1) student explains computer
language and logic

(2) student records and organizes
social science data utilizing
computer software for establi-
shing a data base and spread
sheet

(3) student uses word processing to
communicate social science research
findings

(4) student demonstrates application of
of social science logic and methods
to original research project including
formulation and statement of the
research problem, hypothesis construc-
tion, choosing an appropriate research
technique, selecting evidence, and
validating the conclusion

234

Competence Description	Strategy	Assessment Criteria
		(5) student demonstrates statistical reasoning, including probability, measures of central tendency and dispersion, and tests of significance and association relative to hypothesis testing
(2) To apply critical thinking skills and social science methodology to the study of criminology	Criminal Justice 233: Criminology - preparation of a critical analysis and evaluation of a classic work in the field of criminology	(1) student identifies and reconstructs an argument in criminology (2) student identifies the logical development of the argument (3) student judges appropriateness of the methodological application (4) student supports or refutes the conclusions of the argument (5) student recognizes alternative positions for the argument presented

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JUNIOR YEAR

Competence Description

(1) To demonstrate the application of critical thinking skills to an issue or problem in the field

Strategy

Sophomore-Junior Diagnostic Project

- preparation of an argumentative essay reflecting criminal justice/ social science perspectives and critical thinking principles

Assessment Criteria

(1) student demonstrates awareness of criminal justice/social science perspectives in argumentation

(2) student uses valid and relevant premises in developing the argument

(3) student utilizes published research findings to support the argument

(4) student avoids language problems such as ambiguity, vagueness, and emotionally loaded language

(5) student distinguishes fact from opinion

(6) student hypothesizes cause and effect using correlation of research data

(7) student does not over generalize

(8) student draws appropriate conclusions consistent with the argument

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Competence Description	Strategy	Assessment Criteria
(2) To apply critical thinking principles to specific components of the criminal justice systems	Criminal Justice 273 Juvenile Delinquency - preparation of a critical analysis of a classic work in the field of delinquency	(1) student identifies and reconstructs an argument on delinquency (2) student identifies the logical development of the argument (3) student judges appropriateness of the methodological application (4) student supports or refutes the conclusions of the argument (5) student recognizes alternative discipline-based positions for the argument presented
(3) To apply critical thinking skills to legal documents	Criminal Justice 231: Criminal Law - preparation of a critical analysis of a legal document - preparation of a legal brief	(1) student identifies and summarizes a legal argument (2) student identifies the legal principles supporting the argument (3) student identifies the evidence cited to support the argument

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Competence Description	Strategy	Assessment Criteria
		(4) student applies the rules of legal reasoning to support or to refute the conclusion
		(5) student applies the rules of legal reasoning to constructing a legal argument
		(6) student draws conclusions and formulates recommendations based upon legal principles and consistent with the argument presented

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SENIOR YEAR

Competence Description	Strategy	Assessment Criteria
(1) To apply critical thinking skills to system-wide problems and issues in the field of Criminal Justice	Criminal Justice 293: Senior Seminar - preparation of a research paper on a system-wide problem or issue in the field of Criminal Justice - conduct an oral defense of the research findings - engage in oral critique of the research findings of other senior Criminal Justice majors - preparation of a critical essay integrating issues and problems presented in the seminar and throughout the Criminal Justice curriculum to demonstrate the perspective of Criminal Justice as an academic discipline	(1) student identifies a system wide problem and relates it to broader social and criminal justice issues and concerns (2) student applies a minimum of two dominant paradigms (theoretical perspectives) to the selected problem or issue (3) student critically evaluates studies which apply to each paradigm in relationship to the selected problem or issue (4) student develops a persuasive argument that logically defends the application of the desired paradigm to the issue or problem both orally and in writing (5) student formulates conclusions and recommendations logically consistent with the arguments and supporting evidence both orally and in writing

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Competence Description	Strategy	Assessment Criteria
		(6) student logically explai.s analysis of issue or problem in response to questions and recognizes legitimate criticism by others
		(7) student demonstrates critical thinking skills by critically questioning the analysis or issues or problems presented by other students
		(8) student identifies a system wide problem and relates it to broader social and criminal justice issues and concerns
		(9) student recognizes the inter-relatedness of issues and problems in the field of Criminal Justice, both concretely and at higher levels of abstraction (paradigms), and formulates an integrated logically consistent statement of the perspective provided by Criminal Justice as an academic discipline

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<u>Critical Thinking Competence Statement</u>
<u>for Students Graduating with a</u>
<u>Major in Criminal Justice</u>

Students majoring in Criminal Justice will understand the relationship between critical thinking and the social sciences methodology governing the Criminal Justice discipline. Students will be able to apply critical thinking skills to the analysis of general social concerns as well as to authoritative and scholarly opinion concerning the discipline and system components. Students will also demonstrate a critical understanding of the problems, practices, and issues which define Criminal Justice both as a discipline and an academic field of inquiry.

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APPENDIX C

APPENDIX D

LINKING LIBRARY, PEDAGOGY AND CURRICULUM
TERRENCE MECH

List of Student Study Guides Developed by the Staff of the D. Leonard Corgan Library

1. USING THE LIBRARY FOR RESEARCH

2. FINDING BACKGROUND INFORMATION

3. FINDING BOOKS

4. FINDING ARTICLES IN PERIODICALS

5. FINDING INFORMATION IN NEWSPAPERS AND NEWS DIGESTS

6. FINDING GOVERNMENT DOCUMENTS

7. FINDING INFORMATION ABOUT PEOPLE

8. FINDING BOOK REVIEWS

9. FINDING LITERARY CRITICISM

10. FINDING STATISTICS

11. PREPARING FOOTNOTES AND BIBLIOGRAPHY

12. FINDING INFORMATION ON BUSINESS

13. FINDING MARKETING INFORMATION

14. PREPARING ABSTRACTS AND ANNOTATIONS

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FINDING GOVERNMENT DOCUMENTS*

Government Documents are some of the most useful resources available to you. The subjects of these documents vary from popular pamphlets to technical reports useful to scientific specialists. Most of the documents distributed and sold by the federal government appear as books, pamphlets, manuals, statistical bulletins, technical papers, periodicals, annual reports, maps, etc. They are published on paper and in microform.

The library is a selective Government Depository for the 11th Congressional District in Pennsylvania and contains over 350,000 documents in its collection. Documents dating from 1956 through 1972 are on microcard and must be used in the library. Post-1972 documents are either on paper which, for the most part, may be borrowed by patrons, or on microfiche which must be used in the library

FINDING GOVERNMENT DOCUMENTS

The Government Documents collection is located on the court level of the library. The documents are arranged according to the Superintendent of Documents classification system, a system which classifies government publications according to the government agency that publishes them. The documents are not arranged by subject. For this reason, you must use one or more of the available indexes in order to find government publications on a particular topic.

The most complete and reliable source for finding the Superintendent of Documents classification number assigned to the documents is the Monthly Catalog of United States Government Publications.

Abstracts   The Monthly Catalog of United States Government Publications.
& Indexes

The only official index to publications issued by all branches of the federal government. It indexes most individually published federal government publications by author, title, subject and series and gives the Superintendent of Documents classification number and other pertinent information. When you locate the SuDoc number, check its availability at King's through the Class List shelved next to the Monthly Catalog. All documents at King's have the SuDoc number written on the cover in the upper right hand corner

Abstracts   P.A.I.S. (Public Affairs Information Service) Bulletin.
& Indexes

Indexes some government documents, primarily Congressional publications It does not list the Superintendent of Documents numbers of government documents. These must be looked up in the Monthly Catalog.

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HOW TO USE THE MONTHLY CATALOG

In your search for government documents, you should consult the Monthly Catalog (see the description on p. 1). When using it, check the topic in the subject index first. Then select a title, the entry number and the Superintendent of Documents (SuDoc) number. Since the library does not get all the government documents issued, make sure you check the library's Class List shelved next to the Monthly Catalog. The SuDoc classification numbers the library has are preceded by a check mark. For more assistance with the documents, ask a librarian.

Example: Starting with the July-December 1976 Subject Index to the Monthly Catalog under "insecticides", you will find:

Subject   ----   Insecticides
Title   ----   Aphids on leafy vegetables: how to control them/,
                 76-1435 ---- Entry number
                 Distribution of a systematic insecticide in cotton plants after
                 stem/, 76-7659

In order to find complete information on the first item, you look for the entry number 76-1435 (happens to be in July-Oct. 1976 volume of the Monthly Catalog entries.) Entries are listed sequentially, with entry number 76-1435 on page 1 of the August Issue

See sample entry on the next page.

Materials not available in this library can be procured through the Inter-library Loan Should you have any difficulty with the Monthly Catalog or have any other problem with documents, please ask a librarian for assistance.

* Adapted from Finding Government Documents developed by the Kelly Library, Emory and Henry College (Emory, VA)

SAMPLE ENTRY

MONTHLY CATALOG ENTRY NO - The entry is assigned after the records are arranged alpha-numerically by the Superintendent of Documents classification number. The first two digits establish the year, the last four digits locate the record in the Catalog

MAIN ENTRY - A main entry may be a personal author, a corporate author, a conference, uniform title, or the document title, as established by Anglo-American cataloging rules

TITLE PHRASE/AUTHOR STATEMENT - Title phrase and author statement are recorded from the title page, cover or first page of the publication cataloged. Material in brackets is from other sources

IMPRINT The imprint contains place of publication, issuing agency, and date of issue. Includes name of sales agent, if any

COLLATION - Collation notes pages, illustrations, and sizes

SUBJECT HEADINGS (Arabic numerals) - Headings are selected from Library of Congress subject headings. Some local and NLM subjects will be indicated by a star. NLM will be indicated by an asterisk (*)

LIBRARY OF CONGRESS CLASS NO This is given when it appears in the publication of the OCLC data base

DEWEY CLASS NO Dewey class is recorded if it appears in the Ohio College Library Center data base

SUPT OF DOCS CLASS NO - This is the number assigned by the GPO Library to identify the document cataloged

EDITION - The edition is recorded information in the document

SERIES STATEMENT - This appears in parentheses and includes the phrase identifying the document as one of series

NOTES - Notes include miscellaneous information about the physical makeup of a publication or about the information contained in it

ITEM NO - This document was distributed to depository libraries requesting this item number

STOCK NO - This is a Government Printing Office sales stock number. It is used only in ordering from the Superintendent of Documents

PRICE - Price, GPO or other, is included if known

ADDED ENTRIES (Roman numerals) When the Government author is not a main entry, it is included with added entries

OCLC NO This is the number assigned by the Ohio College Library Center to identify this record in the data

LIBRARY OF CONGRESS CARD NO Included for ordering printed cards from the Library of Congress

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76-1435

A 1.9:2148/6

Reid, William J

Aphids on leafy vegetables : how to control them / [by W J Reid, Jr , and F P. Cutbert, Jr] - [Rev Feb 1976] [Washington] U.S. Gov't Print. Off , [1976] 14 p.. ill . 24 c   (Farmers' bulletin: no 2148)

"This publication is intended for the commercial grower of those vegetables whose leafy of flowering parts are marketed "

Item 9

S/N 001-000-03478-1

pbk $0 35

1 Plant lice - Control 2 Insecticides I Cuthbert, Frank P , joint author II United States. Agricultural Research Service III Title IV Series United States Dept of Agriculture Farmer's bulletin. no 2148

S21 A6 rev no 2148 1969   72-604400

632/,7/52

OCLC 00846990

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FINDING STATISTICS*

Statistics are "numerical facts systematically collected" that can be used

1. to support a statement
2. to provide a basis for a theory (or thesis statement)
3. for comparison and contrast
4. to show trends

   If the use of statistics is to be valid, you must know what is being measured, how and by whom the material has been gathered, when it was done, and how it can be applied to what you are doing.

GENERAL SOURCES OF STATISTICS

   Statistics can be found in many places—in periodical articles, in books, in reference books such as encyclopedias and almanacs, and especially in publications of state, federal, and international organizations. As a good starting point in your search for statistics, check the following general publications first.

Ready Reference	Statistical Abstract of the United States. 1982-83.
R 317.3 Un3S	Published by the U.S. Bureau of Census, it presents quantitative summary statistics on the political, social, and economic organization of the United States. It is very useful as a first source for statistics of national importance and as a guide to further information, as references are given to the sources of all tables. Use the index. (See also Historical Statistics of the United States.)
Ready Reference	County and City Data Book. 1949 to date.
R 317.3 Un3C	Published by the U.S. Bureau of Census, it presents the latest available census figures for each county, and for the larger cities in the United States. It also has summary figures for states, geographical regions, urbanized areas, standard metropolitan areas, and unincorporated places. There is no index, but the table of contents is helpful.
R 217.3 Un3H	Historical Statistics of the United States. 1975
	This is a revised edition of Historical Statistics of the United States, 1789-1962 and covers periods from 1610 to 1975. Includes data on every major aspect of the nation's social and

economic deve'opment. The statistics are accompanied by text notes which specify the sources of the data, include references to other sources, discuss the historical development of the data and evaluate their reliability. (See also Statistical Abstract of the United States.)

R
310 58
Un2Y

Statistical Yearbook. 1961 to date.

Published by the Statistical Office of the United Nations, it covers population, agriculture, mining, manufacturing, finance, trade, social statistics, education, etc. of the various countries of the world, the tables usually covering a number of years In- cludes references to sources. Has supplements

R
312.058
D396D

Demographic Yearbook. 1967 to date

Provides demographic data including official statistics from almost 250 geographic areas of the world Covers population (distribution, characteristics, etc.), natality, morality, marriage and divorce Has a subject index

R
312
Un3C17

Census of Population. 1950 to date.

Prepared by the U.S Bureau of Census, it presents statistics on the number of inhabitants and the characteristics of the individual state and its constituent areas

R
614 10973
Un3V

Vital Statistics of the United States. 1970 to date

Contains basic data on natality, marriage, divorce, and mortal- ity. Co sists of 2 volumes: vol 1, Natality characteristics for each state, metropolitan a. 3a and other geographic areas of the United States, Puerto Rico and the Virgin Islands, vol 2 (in 2 parts), Mortality data for the United States, Puerto Rico and the Virgin Islands

Ready
Reference
R
310
In3

Information Please Almanac, Atlas and Yearbook. Current

Includes extensive statistical and historical information on the United States; chronology of the year's events, statistical and historical descriptions of the various countries of the world, sports records, motion picture, theatrical and literary awards, etc

Ready Reference
R
317.3
W893
World Almanac and Book of Facts. Current.

Contains statistics on social, ino istrial, political, financial, religious, educational, and other subjects. Well up-to-date and, in general, reliable, it gives sources for many of the statistics. Index at the front of each volume.

Ready Reference
R
317.48
P384P
Pennsylvania Statistical Abstract. 1980

Gives statistics, explanatory notes, definitions, and information on statistical sources.

R
324.73
Am35A
America Votes. 1956 to date.

This guide is arranged alphabetically by state and gives statistics, by state, of vote since 1945 for president, governor, senator, as well as brief statements of basic political information and special situations in each state.

BUSINESS

R
658 8
Un3C
Census of Retail Trade. 1972 to date.

Formerly issued as the Census of Business, it consists of 3 volumes: vol. 1, Summary and subject statistics; Vol 2, Area statistics; pt. 1, Alabama-Indiana; pt. 2, Iowa-North Carolin: 3, North Dakota-Wyoming; vol 3, Major retail center statist 3 parts as in vol. 2)

R
658 8
Un3C
Census of Service Industries. 1972 to date.

Consists of 2 volumes: vol. 1, Summary and subject statistics; vol 2, Area statistics; pt 1, U.S summary, Alabama-Indiana, pt 2, Iowa-North Carolina; pt. 3, North Dakota-Wyoming

R
658 8
Un3C
Census of Wholesale Trade. 19,2 to date

Consists of 2 volumes vol 1, Summary and subject statistics, vol 2, Area statistics; pt 1, Alabama Minnesota, pt 2, Mississippi-Wyoming

Ready Reference R 317.3 D752D	Dow Jones-Irwin Business Almanac. Current. A quick-access source to current information in business, investment, finance, and economics. Has also sections on executive recruiting organizations, advertising, financial statements for various industries in ratio form, business communications services, etc. Emphasis on American domestic and international business. Use the index.
Periodical (Court Level)	Economic Indicators. 1948 to date. Prepared by the U.S. Council of Economic Advisers, it presents basic statistical series on total output, income, and spending: employment, unemployment, and wages; production and business activity; prices, currency, credit, security markets, and federal finance. Supplements describe each series and give annual data.
Periodical (Court Level)	Monthly Labor Review. 1960 to date. Published by the U.S. Bureau of Labor Statistics, it contains special articles and summaries of special reports in the field of labor. Statistics cover employment, labor turnover, earnings, work stoppages, prices and cost of living, etc. Each issue contains a bibliography of recent labor literature
Periodical (Court Level)	Survey of Current Business. 1921 to date. Issued by the U S. Office of Business Economics, it provides descriptive and statistical material on basic income and trade developments in the U S. Covers prices, foreign trade, commodities, industries, etc. Special subject supplements issued irregularly. A bi-ennial supplement Business Statistics presents tables with monthly and quarterly data for 2,600 statistical series reported in the Survey of Current Business

If you are unable to locate the information you need, please consult with a librarian

* Adapted from materials developed by the Undergraduate Library, University of Texas-Austin

PREPARING ABSTRACTS AND ANNOTATIONS*

HOW TO WRITE AN ABSTRACT

An abstract is a summary in your own words, of an article, chapter of a book, or book. It is not evaluative and must not include your personal opinions. The purpose of an abstract is to give a reader sufficient information for him or her to decide whether it would be worthwhile reading the entire article or book. An abstract should aim at giving as much information as possible in as few words as possible.

The abstract should include:

1. Complete bibliographic information. See Study Guide #11 PREPARING FOOTNOTES AND BIBLIOGRAPhY
2. A clear statement of the scope and purpose of an article
3. A summary of the contents
4. A statement of the conclusion or results

SAMPLE ABSTRACT

Timsit, M. and Bruyere-De Geyter, N. "The Function of Anxiety and the structure of Personality in Sports Participation: Use of the Rorschach Test in Comparing Samples of Basketball and Football Players." International Journal of Sport Psychology, 1977, Vol. 8 (2), pp. 128-139.

Examined the relationship between athletes and the structure of the athletic personality, and more precisely, the importance of the choice of a sport and athletics in general in the development of the personality. Forty 17-21 year olds (20 football players and 20 basketball players) were studied, and the data were compared with those from 17 technical school students of the same age. Data from the sports group were significantly different from the control group: the sports group showed freer expression, more aggression, a more evident state of anxiety, and relatively more effective control mechanisms (kinetic responses). Data for the basketballers were significantly different from those of the footballers: the basketballers had a higher tendency toward 'atic kinetics, and the footballers had a higher anxiety index. Results are discussed in relatio to the athletic capacity specifically called for in particular types of sports: Location on the court in basketball, and active and direct struggle in football

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HOW TO WRITE AN ANNOTATION

An annotation is a brief description of a book, article, or other publication. Its purpose is to characterize the publication in such a way that the reader can decide whether or not to read the work itself. It is marked by condensation, sound construction, and effective phrasing. Annotations vary according to their intended use and their content.

1. Descriptive Annotations
   Describe the content of a book or article and indicate distinctive features.

2. Evaluative Annotations
   Express the usefulness of a book or article for particular situations

3. Combination of A and B

Elements of an Annotation:

1. Begin with the complete bibliographic entry. See Study Guide #11 Preparing Footnotes and Bibliography

2. Some or all of the following should be covered in your annotation:
   a) Authority and qualifications of the author, unless extremely well known e.g. "Based on twenty years of study. William A. Smith, professor of history at XYZ University..."
   b) Scope and main purpose of text. Do not try to summarize the whole work. e.g. "Discusses the positive impact of Medicare on the psychiatric profession."
   c) Audience and level of reading difficulty. Such a comment warns readers of writings that are too elementary or scholarly for their purposes. e.g "Swift addressed himself to the scholar, but the concluding chapters will be clear to any informed layman."
   d) The relation, if any, of other works in the field. e.g. "This corroborates the findings of George Brown's Revolution."
   e) Summary comment e.g "A popular account directed at educated adults."

3. Do not repeat the words of the title, give the same information in different phrasing, or offer information that an intelligent person could readily infer from the title itself.

4 Abbreviate or condense wording
   a) Use a verb with subject omitted when subject is the book's name, thus giving a concise declarative statement.
   b) Avoid beginning a sentence with "a" or "the"

c) Dc not refer unnecessarily to "the author"
d) When possible, omit articles and prepositions in the middle of a sentence. Commas may be used to indicate words condensation.

SAMPLE ANNOTATION

Schmidt, John Z. <u>Causes of the Russian Revolution.</u> New York: Herkion, 1973.

Schmidt, a Russian history professor at Yale, bases his research on documents smuggled out of the Kremlin. He reveals that a few Germans played a key role in the events leading up to the revolution. The style is heavy and somewhat argumentative, with many footnotes. Some of his conclusions are radically different from those in Mark Johnson's <u>Why the Red Revolution?</u> This book reopens questions most scholars had regarded as settled.

WRITING ANNOTATED BIBLIOGRAPHIES

A bibliography is, literally a list of writings. When published separately, and not as an appendage to a scholarly article or book, it focuses on a particular subject, period, or writer.

An annotated bibliography, which both summarizes the work and indicates its usefulness and distinctive features, enables the reader to understand the particular uses of each item. The ideal annotated bibliography also indicates the relationships of one item to another.

SAMPLE ANNOTATED BIBLIOGRAPHY

Child Study Association of America. <u>You. Your Child and Drugs.</u> New York: Child Study Press, 1971.

This small book presents brief guidelines for parents to use in dealing with drug-related problems. It also includes some basic information about the drugs themselves and some quotations from teenagers that may provide insights. The information presented is accurate but oversimplified for many readers

Herron, Donald M, and Anderson, L.F. <u>Can We Survive Drugs?</u> 2nd ed Philadelphia: Chilton Book Co., 1972.

The authors of this work have had a good deal of experience as law enforcement officers and have lectured frequently to law enforcement agencies, school administrators, and parents about the drug problem. This simply written book, primarily for parents, has a practical approach, telling the parent how best to cope with drug abuse among youths Several useful special sections have been appended, including a list of agencies, publications, and films dealing with drug abuse, a narcotics identification chart, and a glossary

Lieberman, Florence, Caroff, Phyllis, and Gottesfeld, Mary <u>Before Addiction. How To Help Youth.</u> New York Behavioral Publications, 1973

Written for parents, this book's purpose is to help prevent drug addiction. The authors are social workers who have had a good deal of experience with drug abusing adolescents. The book is practical and includes a broad perspective of the social environment, a critique of treatments used, and a discussion of the adolescent and his family. The first of the book's three parts deals with the problem, the second with therapy; the third is an exploration of social and philosophical issues and broader concerns.

Moses, Donald A., and Burger, Robert E. Are you Driving Your Children to Drink? Coping with Teenage Alcohol and Drug Abuse. New York: Van Nostrand Reinhold Co., 1975.
This is a "new approach" to the understanding and treatment of the drug and alcohol problems of young people, based on the concept that the psychological interaction of parents and children is at the heart of the problem. The authors attempt to get at the causes for drug use, to show how parents may have unwittingly planted the seeds of frustration and rebellion and may have "driven their children to drugs and drink."
The book is in four parts: 1) the roots—drugs and alcohol have come to middle America, but the home is where they got their star; 2) Storm warnings—what children cry out for is seldom what we listen to; 3) Healing-therapy takes many forms, but it must break a vicious circle to succeed; 4) The public problem; let's have an end to public moralizing and find a way to the understanding of individual needs.
The psychology presented in the book is good, though it is perhaps a bit simplified in order to make it suitable for the general reader.
In summary, the major proposition of the book is this: If parents are understanding of their child, yet firm in their setting of limits, if they love their child but are willing to let him grow in his individual way, can that child become a drug abuser? The answer is yes, ne can, but he can also be treated far more simply and positively.

* Adapted from materials developed by the Lilly Library, Earlham College (Richmond, Indiana)

APPENDIX E

MAKING LEARNING OBJECTIVES EXPLICIT IN COURSE SYLLABI
DONALD G. STEVENS

CORE 132: CIVILIZATION II: THE 20TH CENTURY:
A GLOBAL PERSPECTIVE

Answering questions and solving problems by analysis rather than mere memorization of data is a basic goal of education. Information is just the raw material of this process and, though rational analysis must be based on factual knowledge, committing tidbits of information to memory is not an end in itself. The real goal is to develop concepts which give order and meaning to the raw materials of man's recorded past. The historian believes that past human behavior can be studied scientifically and that social scientists can improve our understanding of human behavior over time.

PURPOSE: THE CORE CURRICULUM

This is a CORE Curriculum course. It is the second course in the Civilization sequence.

Civilization courses explore the complex experience of the past to provide an understanding of how the past influences the present and the outlook for the future. We study the major developments of 20th Century Civilization because most of the problems of contemporary society have distinguishable roots in the historical past. We want to understand how and when the problems which are actual in the world today first took visible shape. Our time is unique in that there is little which happens in one part of the world which does not have a rapid and profound effect on other world areas. Most of the problems of our day revolve around such issues as political leadership and the role of the individual, the nature of the modern state, general movements and ideologies like Marxism and Nationalism, and international conflict and its resolution.

This course is offered as part of your general education requirement because it is important for educated people to understand the main forces at work in the world around them. Throughout your lives you will be deluged with information, opinions, and interpretations about events which you should be able to evaluate critically. Most of the structures within which we order our lives, the important forms of political, social and economic organization to which we must relate, and the main issues of the day are products of a particular kind of evolution and change. This process has had momentous development in the 20th Century. Whatever your major or career goals, you should recognize this and seek to develop your understanding of these problems. Doing this requires comprehension beyond minimal factual knowledge of past events. Hopefully, upon completion of this course you will have improved your understanding of our world and

become a more perceptive judge of the data, opinions, interpretations and explanations of how things happen. This critical analysis will be a life-long process for, as Carl Becker observed very early in this century, "Ultimately, every man is his own historian."

OBJECTIVES

1. To be familiar with the main stages of civilization as an expanding force which has produced important forms of political, social, economic and cultural organization which are our common heritage.

2. To identify major events, persons and ideas which contributed to the development of western, including American, and non-western attitudes and institutions.

3. To develop concepts which give meaning and order to the raw material of man's recorded past

4. To identify and analyze significant problems and situations as they relate to the continuing issues of contemporary life.

GOALS

1. To improve understanding of the major events which have influenced the modern world.

2. To understand the influence of the past on contemporary events and problems.

3. To be an intelligent consumer and evaluator of information about events taking place in the world

4. To develop a global perspective which recognizes the political, economic and cultural interdependence of all nations

GENERAL LEARNING OUTCOMES

In addition to the more content related objectives described above, this course has some general liberal learning goals. It is expected that successful completion of this course will help you improve your ability:

1. To manage information   This involves such things as sorting data, ranking data for significance, synthesizing facts, concepts, and principles

2. To understand and use organizing principles or key concepts against which miscellaneous data can be evaluated.

3. To differentiate between facts, opinions and inferences

4. To form questions in order to more clearly clarify a problem, topic, or issue.

5. To compare and contrast the relative merits of opposing arguments and interpretations, moving between the main points of each position.

6. To organize your thoughts and communicate them clearly and concisely in a written form.

7. To obtain practice in selecting and presenting information and arguments within a restricted environment, especially the limitations of time in exams.

COURSE OVERVIEW

This course is the second course in the Civilization CORE sequence, following a general historical overview of the main stages, structures and events of either Western Civilization or American History to the 20th Century. To understand the future you must understand the present. The historian believes that the key to the latter is an understanding of the past. The three are linked together inexorably. The topics in this course have been chosen with this connection in mind, and provide an identifiable starting point and framework.

The course begins with World War I as a source of major change which set themes for the entire century. Its purpose is to convey the tremendous contrast between what came before and what resulted. It continues with consideration of the basic reality of a world fragmented politically into national units and the continuing centrifugal power of Nationalism. These global divisions and the problem of international cooperation have to be understood to be related to problems which are truly global in scope. Political forms and the institutional structures which will have to deal with them will probably remain local and regional, while many of the problems of our time - economic, ecological, resource, population, etc. - are global in nature.

The institutional structures within which these issues have been addressed, and which claim to be able to respond to people's needs and problems have taken several forms in our century: the liberal/democratic, the right authoritarian/totalitarian, and the left marxist/socialist. A basic understanding of these is required

The most important framework of the past forty years, within which all of the topics

above have existed, has been the East-West struggle represented by the USA and USSR. Some understanding of the nature of this relationship, how it has evolved and how it has influenced the rest of the world, is essential.

From this institutional framework it is possible to identify some of the pressing problems and issues of the century which are truly global in perspective or implication. Important among these is the technological revolution in its various forms, the changes precipitated by it, and the problems that exist between capabilities and understanding and control, especially vivid in the nuclear arms dilemma. Economic interdependence is the other principal issue which must be considered in all its complexity and implications.

Finally, the course will conclude with an effort to sum up, integrate and speculate about the relationship between a rapidly changing and increasingly unstable international environment and the ability of the United States to identify, understand and respond to these challenges.

REQUIRED READING AND ASSIGNMENTS

TEXT: Findley and Rothney, Twentieth-Century World. (Houghton-Mifflin)
         Roth, Jack (ed.), World War I: Turning Point in Modern History

Specific chapters or portions of chapters are identified with each of the course units. Do the assigned reading as we go along so that familiarity with the basic factual material can be assumed in class.

Under some units you will also note additional readings placed on LIBRARY RESERVE. These short readings are also required.

Written Assignment: Two or three interpretive self discovery history essays are assigned this semester. You will be asked to write on an assigned theme relating an historical topic to a present condition. Each is to be two typed or word processed pages in length, grammatically correct, showing evidence of text usage and some library research. The topics, the due dates, and detailed instructions will be provided in class.

<u>UNITS</u>

1. INTRODUCTION: MAJOR TWENTIETH CENTURY THEMES

(a) Global inter-relatedness
(b) Contrast between change oriented and culturally conservative societies
(c) Rise of mass society
(d) Triumph of technology over nature
(e) Search for appropriate values

Required Reading:

TEXT: Ch 1 - "Twentieth Century Themes"
Ch 2 - "European and Colonial Horizons in the 20th Century"

2. THE NEW WORLD CREATED BY WORLD WAR I

(a) Total war and the breakdown of restraint.
(b) Europe: imperial expansion and collapse.
(c) New role of the USA: the challenge of responsibility.
(d) Rise of Japan: the first non-western power.
(e) The changed global power structure in 1919

Required Reading

TEXT   Ch 3 "World War I: The Turning Point of European Ascendency"

ROTH   Ch 1 Roth, "Introduction"
Ch 5 Craig, "The Revolution in War and Diplomacy"
Ch 6 Roth, "The First World War as a Turning Point"

Major themes and concepts to be understood.

- The way World War I affected the basic structure of the world.
- The new social and economic problems created by the war. Revolution and Nationalism.
- The way relationships between states became redefined: the end of the Eurocentered world and the emergence of the USA and Japan
- The American post war vision: a new basis for global relations and its failure to materialize.
- American disillusion and isolationist response to global problems and its implication.

3. NATIONALISM: THE UNIVERSAL IDEOLOGY

(a) National consciousness: historical origins and 20th Century growth.
(b) A world of nation-states: the dominant organizing principle of the century.
(c) Western Imperialism and effect on national development
(d) International cooperation: the nation-state and international organization.
(e) Emergence of sub-groups: the new fragmentation
(f) Case studies: The Middle East

Required Reading

TEXT   Ch 9 "Sub-Saharan Africa Under European Sway"
       Ch 10 "Asian Struggles for Independence and Development"
       Ch 16 "Asian Resurgence" section on Middle East

       REACTION ESSAY Barbara Ward, Nationalism and Ideology,
       Ch 7, "Nationalism's Failure". (Library Reserve)

Major themes and concern to be understood:

- The power of nationalism in this century.
- The basic ingredients of national consciousness.
- The extent to which all other ideas exist in a national framework
- The contrast between global interdependence and national division.
- The strength of powerful sub-group fragmentation for even in stable national communities.
- American views of nationalism contrasted with other national experiences.
- The problem for the USA in relating to and understanding nationalist aspirations in the third world.

4 THE LIBERAL/DEMOCRATIC STATE

(a) Post World War I international environment
(b) Constitutional/representative government in the 20th Century some successes and failures.
(c) Post World War I international environment.
(d) Democratic reform: pluralism and change, the American example
(e) Prospects in the Third World: India for example
(f) USA as a role model: is the consensus gone?
(g) Can liberal democracy respond effectively to problems

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<u>Required Reading</u>

    TEXT Ch 5 "Global Economic Crisis and Restructuring . "
             Ch 7 "Western Intellectual and Artistic Life. ."

    ROTH Ch 3 "The Crisis in European Thought and Culture"
             Ch 5 "Hirschfeld, "Transformation of American Life"

<u>Major themes and concepts to be understood:</u>

- The difficulty in creating institutions where little political tradition exists
- Characteristics of several representative examples of democratic failure
- Several representative examples of democratic success
- Obstacles to this form of government in new emerging states.
- The problem of compatibility between democracy and rapid development.
- The way democracies cope with problems and change: some representative reform movements.

5. <u>ALTERNATIVES ON THE RIGHT</u>

    (a) Rise of the bureaucratic state.
    (b) Totalitarianism.
    (c) Fascism as a response to problems: The German and Italian examples.
    (d) Fascist aggression: World War II.
    (e) The fundamentalist state: reaction to modernization.

<u>Required Reading.</u>

    TEXT Ch 6 "Restructuring the Social and Political Order: Fascism "

    ROTH Ch 4 "Friedrich, "The Rise of Totalitarian Dictatorship "

    ORGANSKI, A.J K. ""ascism. and Modernization," in Woolf (ed), The Nature of Fascism, pp. 19-41. (Library reserve)

    REACTION ESSAY "Islam and the West," <u>Newsweek</u>, (June 24, 1985), pp 28-30. (Library Reserve)

<u>Major themes and concepts to be understood.</u>

- Origins of authoritarian and totalitarian ideas.
- Familiarity with the historical examples of Fascism

- The connection between rapid change and the dislocation of traditional value systems caused by it.
- Japanese fascism in the 1930's as a model response to modernization
- Current examples of conflict between traditional society and change the Moslem world.
- Problems for the USA.

6. THE MARXIST CHALLENGE

    (a) Marxism and socialism: historical development.
    (b) Lenin, Stalin, and the Soviet model.
    (c) Mao Zedong and the Chinese model.
    (d) National liberation movements and the third world appeal.

Required Reading

    TEXT   Ch 4 "Restructuring the Social and Political order · The Bolshevik
              Revolution in World Perspective."
           Ch 16 "Asian Resurgence," section on Communist China

    "COMMUNISM· The Specter and the Struggle," *Time* (January 4, 1982),
    pp. 38-50. (Library reserve)

Major themes and concepts to be understood:

- Major concepts of Marxism and evolution as a political force.
- Distinction between Marxism and socialism caused by Russian Revolution.
- The way in which the Soviet system developed, especially in modernization and industrialization.
- The way in which the Chinese revolution adapted to a non-industrialized environment.
- Differences between the models and relative attraction of each in the underdeveloped world.
- The nature of national liberation movements and the mix of Marxism and nationalism contained therein
- Problems for the USA in dealing with these movements

7. THE EAST-WEST STRUGGLE

    (a) World War II, the bipolar world and the Cold War
    (b) Interpreting the nature of the struggle from confrontation to detente
    (c) Complexity of the relationship today
          1.   Bloc fragmentation the West
          2.   National Communism
          3   Third world neutralism

<u>Required Reading</u>

TEXT   Ch 11 "World War II: The Final Crisis of European Global
          Dominance"
      Ch 12 "Emergence and Decline of Superpower Bipolarity"

REACTION ES ,AY Kruschev's 1956 Peaceful coexistence speech
(Library Reserve)

<u>Major themes and concepts to be understood:</u>

- Extent to which World War II revolutionized roles of USSR and USA in the
   world.
- The existence of the Soviet-American confrontation on several levels, not
   always clearly defined or separated: ideological, strategic, economic.
- Problems both superpowers have relating to diminished influence in their
   own blocs and in the third world.
- Difficulties for USA of defining nature of the confrontation: ideological or
   pragmatic, permanent or solvable.
- Extent to which American response to global problems and issues is
   defined by this relationship and its interpretation.

8   THE TECHNOLOGICAL REVOLUTION: A GLOBAL NETWORK

    (a)   The communications revolution
          1.   overview of historical evolution.
          2.   impact on political expression and manipulation
    (b)   Controlling technology: the arms race.
          1   historical examples.
          2.   evolution of nuclear strategy.
          3   arms control.

<u>Required Reading</u>

TEXT   Ch 18 "A World of Interdependence Amid Scarcity," nuclear
          weapons section

BROWN, Seyom, "The Impact of Technology on Community," in Brown,
<u>New Forces in World Politics</u>

ZIEGLER, David "The Balance of Terror," in <u>War, Peace and
International Politics</u>, Ch 13, pp 221-233 Ch 7, pp 123-143 (Library
Reserve)

Major themes and concepts to be understood:

- The shrinking world created by technological evolution such as communications.
- The political implications of communications changes historically from radio to satellites.
- The impact of the information revolution.
- The tension between technological capability and developme. : on the ᴗne hand, and its effective use, understanding and control
- The nuclear arms race as a vivid example of the technological problem in all of its dimensions.

9   GLOBAL ECONOMY IN A POLITICALLY FRAGMENTED WORLD

   (a)   The international economy since World War II.
   (b)   Competing economic models.
   (c)   Interdependence among the industrialized nations.
   (d)   The gap between developed and underdeveloped nations and its implications.

Required Reading

      TEXT   Ch 15 "Sub-saharan Africa....," section on South Africa
             Ch 16 "Asian resurgence," section on Japan
             Ch 17 "Affluent North and Hungry South "

Major themes and concepts to be understood

- The evolution of the international economy and the changing place of the USA within it over time.
- Appeal of alternative economic development models in the third world
- The complex relationship among the industrialized

10   THE UNITED STATES IN A SHRINKING WORLD. CURRENT ISSUES

   (a)   Sources of international instability.
      1.   Declining resources
      2   Pressures for interdependence (centripital forces)
      3   Sub-group activity and political instability (centrifugal forces)
      4   Strained capacity of governments
      5   New problems terrorism, refugees, energy, pollution, food, resources

(b) The USA: responding to international problems
    1. Increasing consumption
    2. Aging economic plant
    3. Problems of national consensus on major issues
    4. Problems of governmental structure

<u>Required Reading</u>

TEXT   Ch 18 "A World of Interdependence Amid Scarcity"

    This unit will integrate many of the issues considered in the other units, especially global problems which the USA will have to confront in the immediate future, with the internal difficulties this country has to deal with in order to understand and respond effectively to these forces.

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<u>APPENDIX F</u>

<u>EXAMPLES OF SOPHOMORE-JUNIOR DIAGNOSTIC PROJECT,
ACCOUNTING, FINANCE AND GOVERNMENT</u>

<u>ACCOUNTING DEPARTMENT</u>
<u>SOPHOMORE-JUNIOR DIAGNOSTIC ASSESSMENT PROGRAM</u>
PREPARED BY: JOHN J. MCGOWAN AND JANET E. MERCINCAVAGE

At the end of the sophomore year, Accounting majors will have successfully completed six credits of elementary accounting, six credits of economics and six credits of intermediate accounting.

Intermediate Accounting (I and II) is considered the course where an accounting major is exposed to all of the principles, concepts and pronouncements of accounting. Intermediate accounting requires a student to thoroughly understand the components/facets of the four major financial statements. Balance Sheet, Income Statement, Statement of Changes in Cash Flow, and Statement of Retained Earnings. Furthermore, Accounting majors should have the ability to analyze these statements and draw conclusions about the individual or company for whom these statements were prepared.

The accounting department's diagnostic project will be implemented during the latter part of Intermediate Accounting, second semester of sophomore year. It will require all accounting majors to analyze a particular corporation's financial statements (Annual Report) using analytical techniques Students will write a multi-faceted report encompassing several aspects/timeframes of the company This project is also one segment of the accounting department's Competence Growth Plan in Effective Writing for students majoring in Accounting

Analysis of a Corporate Annual Report will include the following

1 In order to apply the technical accounting principles learned to date, the student must:

 A Prepare a horizontal analysis of both the Balance Sheet and Income Statement published in the Annual Report

 B Prepare a vertical analysis of both the Balance Sheet and Income Statement published in the Annual Report
    (Common-Size Comparatives)

 C Select a category on the Income Statement and prepare a trend

percentage analysis.

    D. Calculate numerous financial ratios designed to evaluate Working Capital, Short and Long-Term Creditor, and Stockholder positions.

2. In order to integrate technical comoetency, critical thinking, effective writing, and values awareness (thus focusing on the transferable skills of learning), the student must respond to the following questions:

    A. Based on the results achieved for the first part of this project, assess the general condition of this business enterprise. (Is mere an established pattern of stability, growt.i, stagnation, contraction, etc.?)

    B. If you were the Chief Financial Officer (CFO) of this business enterprise, what would be your future strategies goals and objectives? And how would you reflect these through the preparation of annual operating budgets? (Scope: 2 years)

    C. As a speculative investor seeking to purchase stock, would you purchase this company's stock? And if you would, how much money would you be willing to invest? Why?

FINANCE PROGRAM
SOPHOMORE-JUNIOR DIAGNOSTIC ASSESSMENT PROGRAM
Prepared by: Frank J. Vacante

PURPOSE:

The purpose of the Sophomore-Junior Diagnostic Assessment Program in the Finance Program of King's College is to:

1. determine the level of writing and critical thinking competence for majors,

2. discover those students with deficiencies in writing and critical thinking skills, and

3. prescribe a program of study for those identified as deficient which is designed to correct those deficiencies.

PORTFOLIO TECHNIQUE:

Finance majors will develop a portfolio during their sophomore and junior years. Included in each student's portfolio will be selected papers, projects, reports and examinations for courses taken in the sophomore and junior years. Illustrations of the materials included, by course, are the following:

SOPHOMORE YEAR:

FIN 231 - The Management of Financial Institutions

1   Written and oral reports of assigned research projects

2   Written reports of case studies

FIN 232 - Analysis of Financial Statements

1   Analyses of assigned financial statements

2   Essays on examinations utilizing case studies

JUNIOR YEAR.

FIN 255 - Financial Management

1   The Stock Market Project

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2. Examinations and reports which illustiate effective writing, analytical and organizaticnal skills.

F'"; 256 - Investments

Assignment: An investment report on a specific company

FIN 267 - Marketing for Finance Majors

A written and oral report on the Marketing Program of a local financial institution

REVIEW OF PORTFOLIO AND FEEDBACK TO STUDENTS

The Finance faculty will periodically review each student's portfolio and provide students with feedback regarding the progress being made toward meeting expectations of departmental faculty for effective writing, critical thinking, and effective oral communication. Students needing further assistance in any of these skills areas in order to meet the expectations of the Finance faculty will be referred to the Learning Skills Center for a diagnostic assessment and remedial assistance. After receiving this feedback at the end of the sophomore year, Finance faculty will ask each student to select one item from the portfolio to critique with respect to his or her understanding of the criteria used by faculty to judge effective writing and critical thinking skills of junior and senior majors in Finance.

GOVERNMENT AND POLITICS DEPARTMENT

SOPHOMORE-JUNIOR DIAGNOSTIC PROJECT
PREPARED BY: DONALD I. BUZINKAI

Students majoring in all social science disciplines are expected to be familiar with major paradigms and contemporary methods of social science research. By the end of the sophomore year, students majoring in Government and Politics will have completed CORE 150: Human Behavior and Social Institutions; CORE 151: American Government; Social Science 251: Methods of Social Research and Computer Applications; Social Science 261: Methods of Social Research and Statistics; Government 231: American Inter-governmental Relations; and Government 232: Public Administration. The faculty in the Government and Politics Department believe that student majors have sufficient background provided by these courses in which they must apply social science concepts and research methods to conduct a study of a political practitioner.

Each student will write an analysis of the activity and environment of a political practitioner in a local community. Such contacts will develop student's ability to:

a) conceptualize a research project utilizing at least one major social science paradigm and appropriate social science research technique

b) develop library and information technology search strategies by conducting and appropriate literature search

c) formulate questions that are clear and relevant

d) ask questions in a firm and direct manner informed by the principles of effective oral communication

e) record responses to questions accurately and to note non-verbal communication clues

f) synthesize the political practitioner's answers with social science principles and concepts into a logically developed essay delineating the role, motives and influence of the political activist on public policy

This project will be assigned in the Spring Semester of the Sophomore year. Students will receive feedback from faculty on the research design and implementation strategies. Students conduct the interview with the political practitioner during the summer between sophomore and junior year. The completed essay will be submitted to the faculty in the Government and Politics Department at the beginning of the semester of the Junior year

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The student will specifically determine what the political practitioner does, how he goes about doing it, why he does it, and what is the perceived impact on public policy. Among the questions a student will pursue are: a) how does the respondent define his job; and b) what are his links to s   ificant others in his political and community life. The student must draw a comparison between the political practitioner's responses and what the student actually observes the political practitioner doing in carrying out his responsibilities. The student must also incorporate descriptions of corresponding political behavior presented in the social science literature in the field of politics.

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APPENDIX G

EXAMPLES OF SENIOR LEVEL INTEGRATED ASSESSMENTS: ACCOUNTING, ENGLISH AND HUMAN RESOURCE MANAGEMENT

ACCOUNTING DEPARTMENT
SENIOR LEVEL INTEGRATED ASSESSMENT
Prepared by: John J. McGowan and Janet E. Mercincavage

Auditing is considered the Accounting Department's capstone course. Normally taken during the Fall Semester of one's senior year, this course requires the student to reflect upon all the knowledge he/she has learned in each of the courses taken at King's College. Auditing provides the student with the opportunity to independently investigate and explore critical areas and problems relative to Accounting and allows each student to present his/her thoughts and conclusions concerning them in both oral and written form. Auditing enables the student to perform a simulated audit through the use of an audit practice case. This practice case requires the student to solve problems, perform analytical tests, make decisions, and ultimately write his/her conclusions in an audit report.

Assessment Objectives

The Accounting Department is interested in knowing that its accounting majors can successfully meet the entry level requirements of Public Accounting firms, Private Industry and Government. The Accounting Department is also interested in knowing that senior students taking the CPA exam have been exposed to, at least in some course during their four years, all the subject matter given in the exam. Computer competency, critical thinking, writing competency and oral communication skills are encouraged and developed by means of the Accounting department's Competence Growth Plans.

Assessment Methodology and Setting

Accounting Department senior majors are assessed by successfully completing the requirements for Accounting 271 (Auditing) and by completing an Audit Practice Case (simulated audit). The objective of an audit, be it by external auditors not associated with the company or internal auditors working for management, is the expression of an opinion on fairness with which they present financial position, results of operations, and changes in cash flow in conformity with generally accepted accounting principles. The auditor's report is the medium through which one expresses his/her opinion or, if circumstances require, disclaims an opinion. In either case, one states whether his/her examination has been made in accordance with generally accepted auditing standards. These

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standards require one to state whether, in his/her opinion, the financial statements are presented in conformity with generally accepted accounting principles and whether such principles have been consistently applied in the preparation of the financial statements of the current period in relation to those of the preceding period. Students will also apply their knowledge of the AICPA Code of Ethics, as well as their knowledge of computers and statistics, in both the Auditing courses and the Audit Practice Case.

Students who are fortunate to have internships during the spring semester of their senior year engage in self-assessment. During the internship period, all student interns are required to hand in weekly logs indicating ⌐ ⌐-related activities performed that week. Each student rates those activit⌐ ⌐ poor, fair, good, very good or invaluable to them, using the same rating system, the extent of how that week's activities contributed to the intern's personal growth and development. Students also receive further assessment and feedback from supervisors in accounting firms and ultimately by job offers.

<u>Assessment Criteria</u>

(1) <u>Objective:</u> Thorough knowledge of the technical principles and concepts of Accounting

   <u>Criteria:</u> The student is able to record and summarize all types of financial information and is able to prepare all types of financial statements in accordance with generally accepted accounting principles and concepts.

(2) <u>Objective:</u> Thorough knowledge of accounting theory and ability to use this knowledge in problem-solving and decision-making

   <u>Criteria:</u> The student understands all the accounting pronouncements, such as the Accounting Research Bulletins, Accounting Principles Board Opinions and the Financial Accounting Standards, and is able to apply these pronouncements in various situations to solve problems and make decisions

(3) <u>Objective.</u> Ability to perform analytical tests on general purpose financial statements and draw conclusions from this valued measurement tool

   <u>Criteria.</u> The student is able to analyze financial statements through application of liquidity analysis as well as profitability and capital-maintenance analysis (testing procedures) for the purpose of drawing conclusions about these general purpose financial statements

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(4) Objective: Ability to effectively communicate in both oral and written form to a variety of audiences

Criteria: The student is able to write clearly and effectively in both class assignments and the audit practice case, free of grammatical errors appropriate to the purpose of audience, in the traditionally accepted format within the Accounting profession for its intended use.

The student is able to engage in effective oral presentations of various class assignments revealing careful preparation, conceptual and organizational skills and presented with poise, confidence and effectiveness.

(5) Objective. Competency using the personal computer, particularly in the application of LOTUS 1-2-3.

Criteria: The student demonstrates ability to use the personal computer and to apply LOTUS 1-2-3 techniques in a variety of segments of the Audit Practice Case

(6) Objective. Understanding various ethical and moral issues as well as the legal responsibility facing today's accountants.

Criteria. The student understands and is able to apply the AICPA Code of Professional Conduct conduct concerning numerous ethical and moral issues as well as the accountants' legal liability (under common and statutory law) involving the Securities and Exchange Commission (SEC) to assigned cases

(7) Objective: Effective interaction with fellow students, faculty, potential employers and business people in general.

Criteria: The student is able to work effectively in groups while solving in-class problems and is able to communicate effectively with faculty while engaged in the Audit Practice Case. In addition, the student is able to communicate effectively when engaged in a job interview and when engaged in discussion with members of the Business Division Advisory Council

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Feedback Mechanism for Students

(1) Students will receive feedback on all objectives throughout the Fall Semester on regular assignments as well as on the Audit Practice Case at the end of the semester.

(2) An exit interview will be scheduled for each accounting major at the end of the semester with Accounting Department faculty in order to discuss the entire assessment process.

(3) Evaluations from internship supervisors in Accounting firms will be discussed with students by the department chairman and/or the Director of Career Planning and Placement.

(4) The department chairman will review the student's progress during all four years of undergraduate education to gain an understanding of strengths and weaknesses, career potential and opportunities.

ENGLISH DEPARTMENT
SENIOR LEVEL INTEGRATED ASSESSMENT
Prepared by: George He merbacher

Assessment Objectives: Through the establishment of this project, the English Department hopes to assess the following characteristics of ʒ senior majors:

(1) the extent to which they are able to express themselves in speech and writing;

(2) the extent to which they are able to discover, develop, and pursue to its conclusion a research problem in literature or language or both,

(3) the extent to which they are able to defend in writing and in speech the thesis of their research paper;

(4) the extent to which they have acquired the various skills of a liberal education and ha e appropriately applied those skills to the project on which they have worked.

Assessment Methodology and Setting: Before the end of the first semester of their senior year, all majors must submit to their academic advisor a revised and rewritten research paper which was originally submitted as a course project in an advanced English course during the first semester of the senior year. In special circumstances, a student may choose to submit a research paper which was submitted for a course taken earlier than the senior year if the paper has been extensively revised since that earlier submission. The academic advisor is then responsible for having the paper evaluated by two other English faculty in addition to him/herself. This evaluation must take place before the third week of the last semester of the student's senior year. The Department will then arrange a meeting or series of meetings, depending on the number of majors being evaluated, at which each student will present the paper and answer questions from the audience. The audience will consist of the English faculty, English majors who wish to attend, and anyone whom the presenter wishes to invite. Copies of presented papers will be available to English faculty for reading before the presentations. Within one week after the student's presentation, his/her academic advisor will explain, at a private conference, the reactions and criticisms of the English faculty which resulted from the presentation. The criticisms should be presented in a positive way, in order to acquaint each graduating senior with helpful advice for improvement along with appropriate accolades for jobs well done. Any student who fails to complete this project will be denied permission to graduate. In rare cases in which a student's performance on the written or oral project is substandard, the English Department may require additional revision, rewriting, or some other appropriate work prior to graduation

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Assessment Criteria. Each senior English major will be expected, in the research project, to meet the following standards of the Department:

(1) The paper should demonstrate the student's ability to generate a research problem in literature or language, to identify and use competently the appropriate sources of literary or linguistic research to be found in the library or in relevant field locations (in the case of language study), and to present a coherent, persuasive solution to the problem

(2) The paper's central idea should be clearly stated, thoroughly supported with concrete detail, and defended with the appropriate rhetorical techniques used effectively.

(3) Where appropriate, the paper should demonstrate the writer's awareness of relevant areas of the core curriculum. For instance, arguments should be presented with convincing evidence and without obvious fallacies; handling of data should demonstrate reasonable use of quantitative material; historical perspective should be inherent in the presentation of cultural and literary conclusions, and the writer should demonstrate awareness of human behavior, social institutions, foreign cultures, and human values wherever necessary and relevant to the development of a point. In certain types of literary or linguistic subject matter, scientific principles may be germane and should thus be considered in the presentation.

(4) The final draft of the paper should contain no errors in spelling or grammar, and no serious violations of standard usage.

(5) The final draft should be submitted typed (or printed by a word processor), double-spaced, on white, 8 1/2 x 11 paper, following the guidelines of the latest MLA Stylesheet.

(6) In the oral presentation, the student should demonstrate the ability to summarize the paper's main argument and sub-arguments if any, and to describe briefly and clearly the focus and conclusions of the project. The writer should also be familiar enough with the paper and its research background to answer pertinent questions from the audience. He or she should be able to describe significant revisions which were made to early drafts of the paper and to provide a rationale for those revisions

(7) The oral presentation should show a high degree of preparation especially in its use of standard spoken English and in its organization and timing. The student may choose to use videotape equipment and ask for a critique by an advisor or other English faculty member while preparing for the presentation

Additional Feadback Measures: Besides the feedback procedures already described in "Assessment Methodology" above, two other worthwhile opportunities are present in this system for helpful positive response to the student. First, th social setting of the oral presentation will permit a large numbe f faculty and stu ent peers to comment informally and encouragingly after the presentation Finally, since this paper will be inserted, when accepted, into the student's writing portfolic, the student and the advisor will have the opportunity to review the student's progress since the sophomore-junior diagnostic project, through the junior critical essay, to the final research paper. The student will thus gain an enlightening view of his or her strengths and weakness, along with practical advice for future development.

HUMAN RESOURCE MANAGEMENT PROGRAM
SENIOR LEVEL INTEGRATED ASSESSMENT
Prepared by: Jean P O'Brien

Assessment Objectives

A graduating senior with a major in Human Resource Management should be able to demonstrate mastery of the following objectives·

(1) Knowledge of Human Resources Management Field - The student will have a thorough knowledge of human resources principles and practice including an understanding of the psychology of human behavior in the workplace and the business setting in which this behavior occurs

(2) Effective Communication - The student will be able to clearly and effectively communicate this knowledge and understanding both orally and in writing in a manner appropriate to the relevant audience.

(3) Critical Thinking and Information Technology Skills - The student will be able to locate, integrate and evaluate the professional literature in the human resources field.

(4) Critical Thinking and Quantitative Reasoning - The student will be able to design, conduct, and statistically analyze data to solve problems encountered by human resources professionals. Students will be able to substantiate conclusions and implications generated by such research.

(5) Critical Thinking and Valuing - The student will be able to identify and analyize the implications of the various ethical and legal decisions facing human resources professionals   The student will also be able to substantiate his or her point of view using acceptable principles of Critical Thinking.

(6) Critical Thinking and Computer Competency - Students will be able to use and evaluate available computer software packages to maintain records, analyze data and generate test reports.

Assessment Methodology and Setting

The Senior Seminar in HUMAN RESOURCES MANAGEMENT is designed to provide students with the opportunity to integrate liberal learning skills with the human resources, psychology and business courses required for the major This course will be taken during the second semester of the senior year The assessment process will occur throughout the semester and will use a mixture of assessment devices

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The evaluated course components include written case analyses and issue papers, an oral case analysis and a Human Resources
Audit of a real or simulated organization

<u>Assessment Criteria</u>

Each assessment procedure is designed to measure a combination of objectives. The following specific criteria will be used
for each assessment procedure for each objective

(1)   <u>Knowledge of the Human Resources Management Field</u>

<u>Criteria:</u>   The student is able to analyze cases and issues

- using appropriate human resources, psychological, and business
  theories, research findings and principles
- integrating information from differing sources and incorporating them
  into an effective and thorough analysis of the case
- demonstrating an understanding and ability to apply HRM theories,
  research and principles

(2)   <u>Effective Communication</u>

<u>Criteria:</u>   The student is able to write effectively

- the central idea is clearly expressed
- language is chosen with awareness of audience and purpose
- a well organized plan for the writing is evident
- generalizations are supported by details
- paragraphs are unified and coherent free from grammatical and
  spelling errors

The student is able to speak effectively

- expresses the main idea clearly
- uses a well organized outline to inform the speech process free from
  grammatical and articulation errors
- appropriate to the audience, language is chosen with awareness of
  audience and purpose
- incorporates audio/visual aids, demonstrations or other techniques to
  facilitate interest and audience comprehension
- responds to questions from audience clearly and accurately
- communicates a sense of confidence and poise
- demonstrates effective use of vocal variety, gestures and timing

(3) Critical Thinking and Inform.... Technology Skills

Criteria:

- the student locates and properly references appropriate and diverse resource material
- the student discusses the strengths and weaknesses of available literature
- the student integrates a variety of viewpoints on a single issue
- the student substantiates his/her point of view with appropriate and logical arguments
- the student incorporates an original analysis or creative example to illustrate a point of view

(4) Critical Thinking and Quantitative Reasoning

Criteria.

- the student develops an original/interesting/useful hypothesis for investigation
- the student selects an appropriate methodology to test the hypothesis
- the student selects the appropriate statistical methods to evaluate the data
- the student correctly performs the statistical analysis
- the student explains strengths and weaknesses of the design, results and conclusions

(5) Critical Thinking and Valuing

Criteria: When analyzing cases, issues or organizations

- the student demonstrates an awareness, sensitivity and ability to apply the ethical principles endorsed by practitioners in the HRM and the Industrial Psychology fields
- the student shows knowledge and accurately uses the legal regulations which impact on the HRM field
- the student supports ethical decisions with appropriate and logical arguments

(6) Critical Thinking and Computer Competency

Criteria.

- the student chooses an appropriate software package and uses it correctly to conduct statistical analyses

- the student chooses an appropriate software package and uses it correctly to generate test reports/case analyses
- the student prepares papers using word processing, which reveal good organization, clarity of expression and are free from grammatical and spelling errors

FEEDBACK MECHANISM TO S IDENTS

Students will receive feedback throughout the semester on each assignment as well as an overall evaluation at th end of the semester

Written assignments will be evaluated in writing by the instructor and returned to the student. The instructor will be available for further elaboration and/or clarification.

Oral assignments will be evaluated by the instructor on a feedback sheet during the presentation. Feedback will be provided orally for the student following the presentation

The student will receive feedback in a conference setting from the instructor prior to mid-semester concerning the Human Resource Audit. The final paper will be evaluated, in writing, by the instructor

A human resources professional will evaluate at least one written assignment for each student. This external assessor will provide feedback, in writing, to the student

A final interview will be scheduled with each student to review the student's progress in meeting each of the assessment objectives in relationship to the stated criteria