

Integrating the Curricular and Co- Curricular

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Index card activity

List up to three challenges with implementing an assessment system in your environment.

What additional challenges are presented by integrating curricular and co-curricular for assessment purposes?



University of La Verne

Founded 1891

Private Comprehensive, Doctoral Granting

4 Colleges (Law, Business, Education, A&S)

8,800 Total Students; 5,000 Undergraduate

HSI, 51% Pell Grant, 43% First Generation

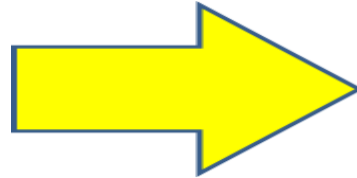
Tuition-Driven

Core Values

- Civic and Community Engagement
- Diversity and Inclusivity
- Lifelong Learning
- Ethical Reasoning

Proven Practices

- Learning Communities
- Theory-to-Practice
- Experiential Learning
- Integrated Learning
- Reflective Practice



**Evidence-Based
Practices &
Decision-Making**

Baccalaureate Goals and Learning Outcomes

- ❖ Broad knowledge and appreciation of the liberal arts integrated with a depth of knowledge in a specialized discipline;
- ❖ Ability to think critically and creatively, and apply those skills toward resolution of local, national and global problems;
- ❖ Excellence in written, oral, and creative expression through a variety of traditional and contemporary media;
- ❖ Effective leadership and teamwork skills with cultural competence;
- ❖ Commitment to ethical, environmental, and social responsibility accompanied by civic and community engagement.

Institutional Challenge: How do we know whether our students are achieving our baccalaureate goals?

Integrated Learning (BG 1):

Students will differentiate and evaluate theories and approaches to complex, multidisciplinary problems and articulate a solution to the question or challenge using evidence from a variety of fields and co-curricular/life experiences.

Critical Thinking & Information Literacy (BG 2):

Students will formulate a question on a topic that is transdisciplinary, locate and evaluate appropriate evidence that addresses the question in relation to the problem's context, and articulate conclusions that follow logically from such analysis.

Creative Thinking (BG 2 & 3):

Students will apply innovative thought, demonstrate an ability to synthesize divergent ideas, and use creative risk-taking as they contemplate and resolve problems.

Oral Expression (BG 3):

Students will confidently and compellingly present themselves to varied audiences using structured, well-supported, imaginative and appropriate oral language with effective non-verbal communication.

Written Expression (BG 3):

Students will communicate clearly, ethically, and purposefully to a variety of audiences in the

structured written genres relevant to their academic and/or professional contexts.

Cultural Competence (BG 4):

Students will: demonstrate an understanding of the complexity of cultures and construction of knowledge; value diversity of thought; and reflect on the process of building consensus based on shared understandings and goals.

Teamwork and Leadership (BG 4):

Students will facilitate team engagement by creating an environment conducive to team-building using effective strategies and demonstrate leadership through conflict resolution.

Ethical Reasoning (BG 5):

Students will identify and articulate ethical issues, core beliefs, multiple perspectives, and multilayer contexts when analyzing choices and making decisions.

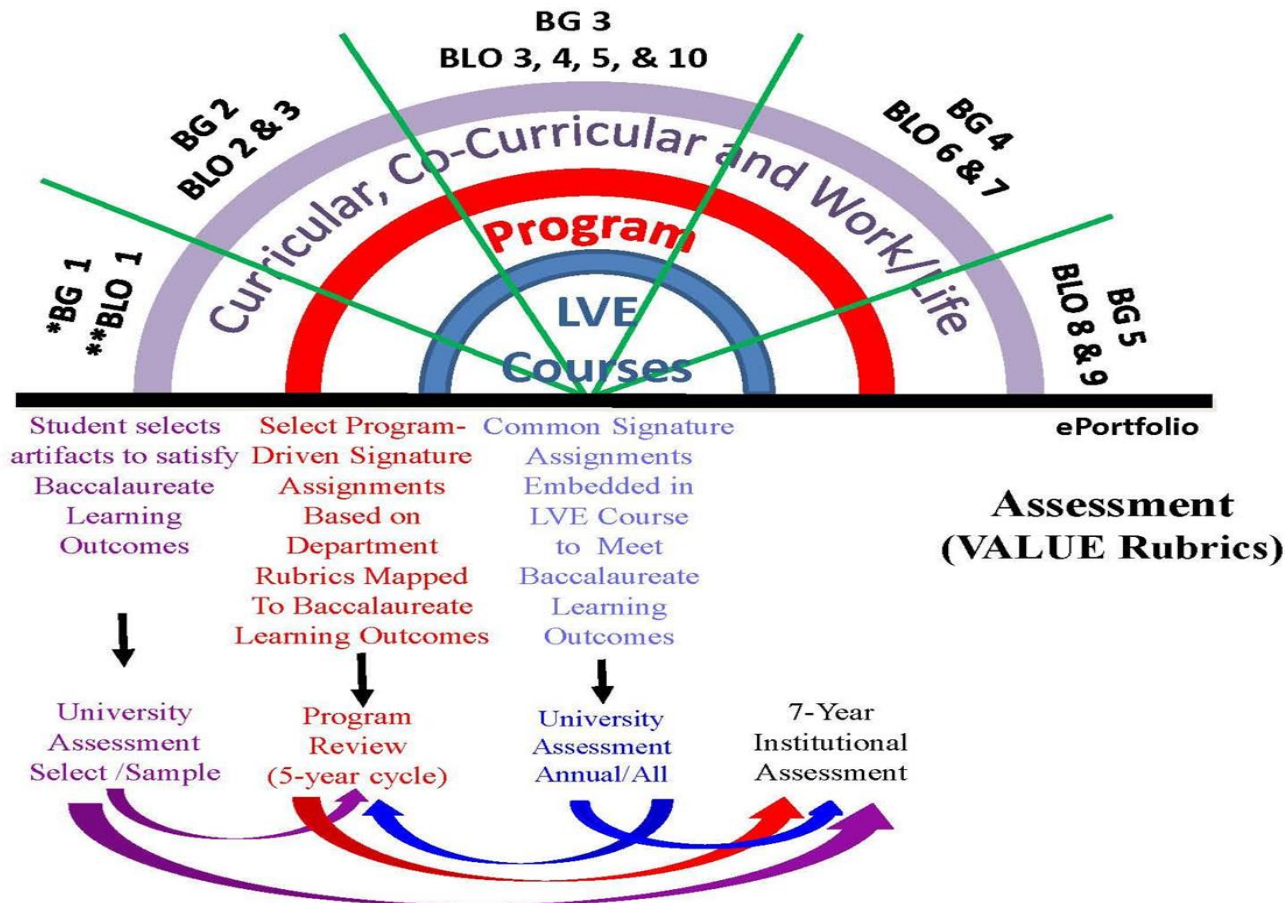
Civic and Community Knowledge (BG 5):

Students will engage in active and integrative learning based on principles of reciprocity and appreciative inquiry and analyze and critically reflect on social and environmental issues that impact communities and institutions.

Presentation (BG 3 & General presentation quality):

Students will present artifacts using a variety of traditional and contemporary media to demonstrate their intellectual, professional, and personal development.

Assessment Framework



*BG = Baccalaureate Goals ** BLO= Baccalaureate Learning Outcomes

Implementation Stages and Findings

Recruited faculty support through faculty governance presentations and discussions

Training on ePortfolio and Assessment with faculty and students

Initial impressions - a qualitative look at initiative

students willing to explore new strategies via ePortfolio

faculty appreciate the support



Next Steps

Collect and analyze course embedded and centralized assessment data

Host data parties

More tightly close loop with ePortfolio data at course, program, and institution levels

