

Core Experience Task Force
Ithaca College
Interim Report for the Provost

March 2004

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

TABLE OF CONTENTS

- Executive Summary
- Introduction
- Charge from the Provost
- Task Force Process
- Comparable College Review
- Ithaca College common experiences
 - Historical
 - Present
- Current Outcomes of Task Force
- Involvement of College community
 - Completed
 - Planned
- Appendices

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

EXECUTIVE SUMMARY

The Core Experience Task Force (CETF), formed and charged by the Provost, addresses Goal 2 of the Institutional Plan. In nearly a year of regular meetings the CETF has investigated common experiences at comparable colleges and at IC past, present, and potential. Seeking to share information learned and elicit input, the CETF has planned various ways to connect with the College community.

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

INTRODUCTION

The Core Experience Task Force was formed to address Academic Program Development Goal 2 of the Ithaca College Institutional Plan, which finds its underpinnings in the Ithaca College Mission Statement. Goal 2 calls for the exploration and implementation “of a core set of courses for all undergraduate students.” The task force charge was modified to entail a broader focus on “core intellectual outcomes,” rather than a set of courses. Although the Institutional Plan drives the work of the task force, other compelling factors indicate the need for a core set of experiences for all Ithaca College undergraduates. The 1997 Middle States accreditation team and other visitors to the campus have been unable to discern a shared academic vision guiding the baccalaureate experience at the College, even as they celebrate its many achievements. Alumni survey results indicate that students often develop a strong and lasting affinity with various schools and programs, but not necessarily with the College. Higher education pundits have pointed to the fragmentation of experience, the disintegration of community, and the hyper-specialization that has occurred in our society over the course of the past century. These voices call for experiences that create connections across the disciplines, respond to the needs of the larger society, and develop intellectual agility that supports life-long learning. Our commitment to prepare our students for the world is the underlying motivation for the task force.

The Task Force has been meeting since April 2003 when it initially met with and was charged by the Provost. The following outlines the Provost’s expectations:

Purpose

To explore the creation and implementation of a set of core intellectual outcomes for all undergraduate students. This effort, framed as Goal 2 in the Institutional Plan for academic program development, will help ensure that we strike the proper balance between breadth and depth that is the hallmark of excellence in undergraduate education.

CHARGE FROM THE PROVOST

Charge

- Carry out college-wide discussions regarding what the core intellectual experiences and outcomes ought to be for undergraduate students at Ithaca College.
- Examine curricular structures and co-curricular programs at peer institutions that might be applicable to IC.
- Identify five to seven core experiences/outcomes and a plan for assessing student achievement in these core areas.

Timeframe

Provide a preliminary report by February 1, 2004 and a final report by May 1, 2005.

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

Assumptions, Process, and Readings

Specific assumptions, process and list of readings were also outlined in the Provost's charge to the Task Force.

TASK FORCE PROCESS

A committed group of faculty, staff, and students have been meeting regularly to give direction to determining a set of common core experiences for all Ithaca College students. Meeting several times in spring 2003, and a dozen times (every two weeks during the fall 2003 and spring 2004), the Task Force researched critical materials to share including:

- Activities at comparable colleges that might be useful for consideration by Ithaca.
- Ithaca College history regarding core experience efforts.
- Present activities at Ithaca that might impact efforts for a common core.
- Readings such as the AAC&U Greater Expectations Report.

Using the mission as an anchor for discussion, the Task Force meetings were robust with considerable information shared and thoroughly discussed. Notes of meetings were kept and circulated after meetings. (See attached.)

COMPARABLE COLLEGE REVIEW

Comparable colleges were selected from:

- ANAC colleges (Association of New American Colleges)
- Competitors of Ithaca
- *U.S. News and World Report* – America's Best Colleges
- Institutions highlighted in the ACPA (American College Personnel Association) report "Powerful Partnerships a shared responsibility for learning – A joint report"

Initially investigation of 23 schools suggested further study of seven colleges would be helpful. The college personnel working with core programs were contacted to obtain further information.

ANAC schools included:

- Drake University (Areas of Inquiry involved additional investigation)
- Elon College (Experiential Learning Opportunities involved additional investigation)
- Butler University
- Drury University
- Susquehanna University

Ithaca College Competitors

- Binghamton University
- SUNY Albany
- Syracuse University
- Northeastern University (skills areas involved further investigation)
- University of Hartford (also an IC competitor, involved further investigation of essential abilities and integrative breadth)

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

US News and World Report

- Loyola College in Maryland
- Providence College
- University of Scranton
- Simmons College
- Quinnipiac College (also an Ithaca competitor)
- Villanova University
- Skidmore College

Institutions highlighted in the ACPA Report

- College of New Jersey (also in *US News* list)
- Bloomfield College (competencies involved further investigation)

Other

- Bucknell University
- Colgate University
- California State, Monterey, Sacramento (expectations for learning involved further investigation)

Summary of Learning

A number of *comparable colleges* investigated did not describe core requirements or experiences. Those listed above provided some valuable lessons.

- Curricular and co-curricular programs were used.
- Liberal arts requirements and cross program requirements such as writing in all areas of study were used. Requiring students to attend common experiences on small campuses.
- Portfolio and senior capstone requirements were common.
- Institutions with core experiences arranged the experiences under an umbrella list of desired outcomes or areas of study. Terminology varied regarding what institutions named the desired outcomes. (Some terminology utilized by different colleges is listed in parenthetical comments above.)
- Institutions highlighted the importance of building direct faculty involvement throughout the process. The absence of faculty involvement for at least two institutions produced a return to earlier point of development for significant revision to their core experience after the first year of implementation.
- Institutions highlighted the challenge of assessing whether or not desired outcomes have in fact been achieved.
- A number of core experiences included a common first year seminar program for all students.
- Several institutions utilized a developmental transcript for learning experiences students had outside the classroom.

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

ITHACA COLLEGE COMMON EXPERIENCES – HISTORICAL

History of Ithaca College activities - There have been at least two major attempts in the past to contend with the problem of the fragmentary nature of the baccalaureate experience at the College:

- One attempt, variously referred to as *The Ithaca Plan* or the *Triplum*, entailed the establishment of a six-semester core curriculum in history, philosophy, and literature for all IC students. Beginning with the class that entered in 1962, the *Triplum* was largely phased out by 1970. The story of the *Triplum* is treated in John Harcourt's book [The Ithaca College Story](#).
- Another attempt began in the mid-1980s with the work of a committee charged with exploring a Common Intellectual Experience for undergraduates. Interviews with participants reveal that this committee met through the late 1980s and engaged in lots of lively discussions, and eventually drafted a "White Paper", which has not yet been located by the College archivist. The committee was disbanded by the early 1990s.

ITHACA COLLEGE COMMON EXPERIENCES – PRESENT

Current activities at Ithaca that partially address desired characteristics of a common core experience

Curricular:

- Core Curricula exist in the Schools of Business, HSHP, and Music
 - Discipline-specific courses
 - Distribution requirements outside the Schools
- Capstone experiences occur (inconsistently) throughout the College
 - Professional Schools
 - Business – capstone courses
 - HSHP – internships, residences, practicums, student teaching, and other fieldwork
 - Music – internships, student teaching, recitals, research projects
 - Park School – Cinema, Video, Photography thesis workshops
 - Humanities and Sciences – student teaching, variety of senior-related requirements
- Advising
- H&S Honors Program (though not a universal core experience, includes students throughout the School of H&S)

Co-Curricular (extra-curricular)

- First-year programs
 - Summer orientation and continuing orientation
 - Convocation
 - Summer Reading Initiative (collaboration with the Provost's Office)
 - Involved program (peer leader-based on-campus activities)
 - Events listserv
- Residential Life
 - Contact with RAs

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

- Some social programs and events
- First-Year Housing
- Center for Student Leadership and Involvement
 - Community service programs, including Celebration of Service, Community Plunge, Community Services Network
 - Leadership growth and development – involvement with all student organizations

Potential development from current activities:

- Expand the success of the common readings for all first year students.
- Expand the efforts to develop a College-wide Honors program.
- Many out of class activities (recitals, film screenings, etc.) could be valuable for the entire student body though at present only some students take advantage.
- Capstone courses are used in many majors and might be developed into a common experience for all students.

CURRENT OUTCOMES OF TASK FORCE

Current Outcomes - With concerns for what Ithaca College graduates should obtain through the common experience, the Task Force, referencing the Mission Statement, developed a *list of attributes* that members felt all students should have by graduation. (See attached.)

Additionally the Task Force finds:

- Students should be engaged early in thinking about their expected college learning (attributes)
- The College should utilize what is working on campus already, developing further where appropriate
- The community should be involved to encourage interest in the ideas and directions outlined by Task Force

Institutional Research discussed with the Task Force the information available through the surveys it has conducted. There are several surveys that have gathered data from a cross section of Ithaca students over the years. The National Survey of Student Engagement has only been conducted once (2003) but will provide comparable data with other colleges and give benchmarks in numerous areas. The Task Force will follow-up with Institutional Research asking for specific information that may help direct core experience development.

INVOLVEMENT OF COLLEGE COMMUNITY

Completed – involvement of community

The Task Force has begun connecting with the college community. Articles about the work of the Task Force and membership have appeared in the Intercom, one fall 2003 and one spring 2004.

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

An initial community meeting was held February 25th. In order to involve a mix of key community members a structured agenda was developed and invitations extended to: Faculty Council, Student Government Association, and representatives of Student Affairs Directors, Staff Council, and Academic Achievement and Advising Group. Forty-five participants including 11 members of the Task Force were present at a meeting rescheduled because a snowstorm cancelled an earlier meeting. Participants were enthusiastic and appreciative of being involved in what many seemed to see as an important discussion for the College.

Planned - involvement of community

March 15th to
April 13th

Faculty Council/ Student Government/ Staff Council– Report back to each group attending the Feb 25th meeting to share the following items:
Original attribute list developed by the committee
Attribute list generated at group meeting
Revised attribute list
Compiled list of brainstormed Core Experience ideas
Also invite Faculty Council to open meetings in April to provide further input regarding possible core experiences.

March 15th to
April 13th

Intercom – Submit article with the same information (as outlined above) to share with Faculty Council et al. and allow individuals to respond to the story or to an e-mail address with their feedback. Also invite campus community to open meetings in April to provide input regarding possible core experiences.

Ithacan – An article highlighting the proposed attributes and invitation to open forums was published in the *Ithacan* in March.

March 23rd or
April 13th

Administrative Assembly - Report to Administrative Assembly sharing the proposed attribute list. Also invite Administrative Assembly to brainstorm possible core experiences. Ask the assembly members to promote attendance at the open forums in April

April 12th -
April 16th

Open Meetings – Hold a series of meetings open to the campus community. At these meetings review the attributes list for any final feedback. The focus of the meetings will be to solicit input and reaction regarding possible core experience ideas.

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

APPENDICES

- Notes from Task Force Meetings
- List of attributes
 - Developed by Core Experience Task Force (work in progress)
 - Brainstormed List of Core Experiences – Working Document from Feb. 25th Community Meeting
- Charge from Provost
- Mission
- Institutional Plan – Goal 2

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

Notes on the Core Experience Task Force August 20, 2003

Present: Howard Erlich, Tim Glander, Eric Lewis, Marian MacCurdy, Janice Monroe, Debra Moree, Bill Pelto, Tom Pfaff, Gale Stevenson

Attendees discussed approaches to the semester focusing first upon meeting times. There was consensus that the group probably needed to meet together early on before dividing into smaller sub-committees though we should consider the possibility of smaller group assignments even while large group meetings proceed.

Not surprisingly, in a group of fifteen no common meeting time emerged. Members seemed interested in meeting less often for longer periods of time. Howard will investigate the possibility of early evening meeting times with light refreshments or sandwiches.

The bulk of the meeting was spent on identifying tasks which would shape the fall semester. Some likely task groupings included:

- 1. What other institutions are doing?**
- 2. Readings which should be shared (and there was discussion of how to do that electronically)**
- 3. Whether to survey alumni – and this extended into a discussion of trying to gather currently available information from offices on campus.**
- 4. Historical perspective on our task. What has been attempted in the past and what were the results/reactions?**

In terms of approach to our task there was consensus that we should be going out to our colleagues with recommendations – not final but well formed – rather than soliciting from our colleagues ideas without some frameworks, i.e., follow the same approach as the college-wide planning and priorities committee.

There was recognition that as with the all-college planning process, much is going on now at the institution that might be considered “core experiences.” There was discussion for example of a capstone with members observing that, though not a requirement, many programs across the college did in fact require a capstone –from musical performance to student teaching. In summary, we need to assess what we’re doing now as well as what we might be doing.

Finally, the wisdom of core experiences emerging organically from the nature of Ithaca College rather than these experiences being grafted on in some artificial fashion.

Notes compiled by Howard Erlich.

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

Notes on the Core Experience Task Force September 11, 2003, 5:00 – 7:00 PM

Present: All members except Debra Moree (illness) and Janice Monroe (professional conference)

Brief introductions including Janet Reohr who will serve as consultant to the task force.

Discussion of task force organization and structure. Considered were steering committee structure with a small group of members meeting more frequently than the larger group or a sub-committee structure wherein sub-committees with assigned tasks would report back to the entire group, with the entire group presumably meeting a bit more frequently. For now we will proceed with the latter; organization and structure could change as our needs evolve. For example, as learning outcomes are more clearly defined, a steering committee structure might facilitate implementation strategies for those outcomes.

Building upon last meeting, members turned to the three immediate tasks:

- Investigation of what other institutions are doing, vis-à-vis core experiences.
- How activities and information currently available or going on at Ithaca College now might influence the task force's goals?
- Past efforts and their results? (Including successful efforts, e.g., the all-college Planning and Priorities Committee)

Membership of these three task groups:

1. Deb Moree, Roger Richardson, Bonnie Prunty, Marian MacCurdy, Eric Lewis, Gale Stevenson
2. Simon Tarr, Megan Sullivan, Bill Peltó, Jessiah Jones
3. Tim Glander, Tom Pfaff (Howard will contact Janice Monroe to determine her interest and Tanya will decide which group to join.)

As discussion of these task groups occurred important points included the tension between realities of highly structured curricula (Occupational Therapy was offered as an example: a large number of required credits and thereby less apparent flexibility) and what one member termed the current "failure of imagination" as the campus community is bound by current structures, organizations, requirements. Members stressed the need to identify and be cognizant of requirements of accrediting agencies but also to investigate possibilities within those guidelines. (A member offered the example of a competing music school with a very well regarded whose program was nonetheless quite different from ours.) Possibilities exist and we should not feel bound by apparent lack of flexibility. Another member noted the importance of shared experiences as distinct from common but individual experiences (e.g., attending a play, athletic event, musical performance.)

The following members expressed interest in attending the greater expectations conference, November 13-15: Roger Richardson, Tom Pfaff, Marian MacCurdy, with Tom and Marian needing to confirm ASAP.

Next meeting: Wednesday, September 24, 2003, 5:00-7:00 PM, The Conference Room in the campus center. After discussion of menu possibilities the meeting was adjourned and members met briefly in their small groups.

Notes compiled by Howard Erlich

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

Notes on the Core Experience Task Force September 23, 2003, 5:00 – 7:00 PM

All members were present except Tanya Saunders (prior commitment) and Simon Tarr (class)

Reports were made from the three subgroups.

1. *Current Ithaca College activities that might influence Task Force:*
Information has been gathered from residential life, student leadership, and most of the schools. The group will be meeting to find common themes.
2. *Other institutions common core experiences:*
19 ANAC, U.S. News top ranked, and regional schools were investigated. Six seem worthy of further investigation.
3. *Past efforts at Ithaca:*
Two different previous efforts to devise a common intellectual experience occurred at Ithaca. The Ithaca Plan, similar to the Great Books tradition, included study in literature, philosophy, and history, was phased out in the late 1960s. Paul Hamill began an effort in the mid 1980s. A search is being conducted for a white paper that described Hamill's effort.

The College Vision and Mission were reviewed. Questions arose about what the common values should be and how to define them.

- A number of specific examples were discussed. Elon College requires experiential learning for all students and provides an Elon Experiences Transcript.
- Bloomfield College in NJ sets seven competencies that must be demonstrated.
- Skidmore has a week long festival to celebrate academic accomplishment. All students must participate in at least one festival during their years at Skidmore.
- Susquehanna U. has common experiences based on traditions, for example the faculty serve Thanksgiving dinner to all the students.
- A cross-disciplinary, problems-based approach is used at Samford U.

There was a lively and far reaching discussion of both the *what* and the *how* of common experiences. This stage of Task Force work is sharing ideas and information.

- Though there are some common courses within some schools, there are other schools that appear to have no common courses or requirements across majors.
- The present First Year Experience group that is visiting with each school was noted as a good way to bring the issue of common experiences to everyone.
- Many existing out-of-class activities are not appreciated, ex. recitals, film productions, other student successes. These would make excellent opportunities for common experiences. Requirements within schools, like Music, to attend 15 recitals per semester might be structured to cross schools as well.
- Interdisciplinary work might be a way to develop common experiences. Presently there is an effort underway to encourage interdisciplinary courses.
- Establishing themes through different courses across the curriculum and vertically through four years. Capstone experiences are already part of some school requirements.
- Since all students are required to be residents for at least two years, programming within the residences is an opportunity.

Gale noted she has materials on e-reserve, presently the U.S. News list and article on "Powerful Partnerships". These are listed under "core experience" and the password used is library. Bill has set up at WebCT class. A discussion board will be established.

Notes compiled by Janet Reohr.

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

Notes on the Core Experience Task Force October 9, 2003, 5:00 – 7:00 PM

Present: All members except Eric Lewis, William Pelto, Tanya Saunders, Megan Sullivan

Additional information about other institutions' common core experiences was shared.

- Bloomfield and Susquehanna have had difficulty in implementing their plans.
- California State – Monterey has established 13 university requirements that were to be assessed. These requirements can be obtained through courses or students can develop their own plans for obtaining competency in the requirements.
- Drake University has a freshman seminar (with topical focus), areas of inquiry (to be filled through course work), and senior capstone.
- Several colleges being investigated seem to have adopted a distribution model.

In an attempt to determine methods the Task Force might use to enlist campus support for its plan, Task Force members shared their perceptions of the recent meetings held with each school about the proposals for a freshman seminar and college-wide honors program.

Since a Core Experience Plan is likely to require change (workload? curriculum? methods?) evidence of positive outcomes will be important. A major component for Task Force success will depend on our ability to find a reason(s) for the faculty to support the plan.

Potential characteristics of how to establish campus support were discussed:

- The plan should have some flexibility as well as to hold some professional interest for faculty.
- A conceptual rather than structural plan might be better received initially.
- Starting with a small plan and then developing additional common experiences later.
- Starting with a pilot program.
- Involving the College community in discussions early rather than presenting a fully developed plan.

Sharing a conceptual framework with the community in the spring semester, through round tables to elicit input, would allow everyone to buy into the plans while gaining from the knowledge of the entire campus.

Some components of a common core experience already exist on campus, for example capstone experiences are found in many majors. Part of our task will be to highlight those components that already exist.

Discussion turned to how we determine competencies. The question is “what does it mean to be an Ithaca College graduate.” Institutional Research should be consulted regarding the data they have obtained already about what students know, feel they need, or appreciate having learned.

Next meeting is scheduled for Wednesday, October 22 from 5:00 – 7:00 PM.

Notes compiled by Janet Reohr

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

Notes on the Core Experience Task Force October 22, 2003, 5:00 – 7:00 PM

Present: All members except Debra Moree, Simon Tarr, Timothy Glander, Gale Stevenson, Jessiah Jones

Discussion continued about other institutions' common experiences.

- Drake Univ. has moved away from its original programs.
- Univ. of Hartford's program started with a Mellon grant providing all students with interdisciplinary, team taught courses that meet a defined set of essential abilities.
- Bucknell's "common learning agenda" in the College of Arts & Sciences was discussed.

A continuing question for the group is whether a distribution requirement ought to be used to establish common experiences. Such a requirement might be a modified/flexible version of those at other colleges.

Discussion ensued about the origin of common core experiences as an institutional goal.

- Students don't seem to identify with the College but rather with the individual schools.
- It was noted that Middle States criticized Ithaca for the lack of common experiences and the Periodic Review Report, which Ithaca did as an update for MSA, indicates that this issue will be addressed.

The Ithaca College mission statement implies all students acquire certain attributes. Some schools, music and business for example, require students to take courses outside of their own school but there appears to be little commonality, other than a writing course, for all schools.

- All students at present share the experience of orientation. This could be developed further to include discussion of the College mission and expected outcomes for all students.
- There may be ways to build common experiences through residential life that might also involve faculty.
- The Task Force ought to inquire of each school what courses are required of all their students both within and outside their school.

The College mission statement indicates some specific values. This ought to be the starting point for discussion of what is common to the IC experience.

It was noted that in order to secure broad support it might be important to take only a skeleton plan to the College community in the spring semester.

The group agreed that for the next meeting each member should come with a list of attributes, skills, values (no more than 10) that all Ithaca College students should have upon graduation. These attributes should evolve from the mission statement.

Assignment – a list of no more than 10 attributes for all IC students

Next meeting – November 6th, 5:00 – 7:00 PM.

Notes compiled by Janet Reohr

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

Notes on the Core Experience Task Force November 6, 2003, 5:00 – 7:00 PM

Present: All members except Gale Stevenson, Roger Richardson, Megan Sullivan, and Jessiah Jones

Task Force members had shared, prior to the meeting, individual lists of ten attributes each member felt all Ithaca College students should have upon graduation.

- There appeared to be considerable commonality in lists of attributes and a collective list (22 attributes) was drafted. The subtle or not so subtle differences found in the phrasing on each person's original list was not sufficiently well represented in the common list.
- Some discussion occurred about ways to group or organize the common list of attributes. Some attributes might fit a "habits of the mind" category, others seem to be more "content" focused. No clear means to organize the list was readily apparent.
- All of the Task Force individual lists will be collected and circulated by e-mail.
- The common list of attributes will be typed up and circulated by e-mail.
- Task Force members should review the two sets of documents circulated by e-mail, consider what additional discussion is warranted for the next meeting and how the list might be organized and/or presented to the College community.

The sense of the group was that a list of attributes for all Ithaca College graduates might be circulated to the College community, asking for additional attributes and asking as well for suggestions about educational activities that might be used to develop the attributes. By eliciting input about the attributes, it was felt that a greater sense of participation might be engendered in the College community.

Means to measure attributes (learning outcomes) for all Ithaca College students is a concern of the Task Force. Separating the measures into two categories may be useful: (1) implementation strategies - how the College creates means to foster attributes, and (2) key performance indicators - how the objective observer can tell attributes have been acquired by students.

There was discussion about the last meetings of this semester and the time frame for the next semester's activities including sharing the work of the Task Force with the College community. According to the charge from the Provost a preliminary report is due February 2004; a final report is due May 2005. Considerable work for the preliminary report has already been completed with the exploration of what other institutions are doing and what is happening on the Ithaca campus.

The next meeting will be Wednesday, November 19th. The agenda will include further work on the list of attributes, consideration about ways to develop a "final" list, definitions for the attributes, and further discussion about how to involve the College community in the spring semester of 2004.

Notes compiled by Janet Reohr

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

Notes on the Core Experience Task Force November 19, 2004, 5:00 – 7:00 PM

Present: All members except Eric Lewis, Simon Tarr, Timothy Glander, Bonnie Prunty, Tanya Saunders

The Task Force continued to focus on the attributes it felt all IC graduates should demonstrate.

- Each task force member identified the attributes s/he felt were important.
- A collective list was established of 22 attributes.
- The collective list was consolidated while greater definition was applied to attributes.
- It seemed to Task Force members that there was a great deal of consistency among the attribute lists of individuals.
- In a team building exercise for her class, Janice Monroe had students establish a list of attributes they should acquire. The students' list was very similar to the collective list.
- The sense is that there will be resonance with this list across campus.
- The list needs further clarifying and winnowing.
- The list connects well with the College Mission Statement.
- The intention is to develop a rather descriptive, concrete list that can frame the discussion with the community and give them something to respond to.

Throughout the discussion of the attribute list was the concern about the process to involve the rest of the college community in developing common experiences for students.

- The expectation is to share the list and solicit additions, changes, and comments.
- One possible means to connect with the community is using new e-mail software that functions as a questionnaire.
- A key factor is to present the community with a list of attributes that are distinctive to IC and that galvanize the community and excite and enlist community members in support of common core experiences.

The means to assure students acquire the attributes identified might include:

- Using the new, successful common readings program for new students direct the readings and activities around some of the defined attributes.
- Beginning with orientation, talk with new students about these attributes and initiate their building portfolios from that early point of conversation about attributes.
- Portfolios would allow students to accumulate evidence of the attributes acquired.
- Seniors could be required to write a reflective paper about their portfolios.
- Utilize opportunities for students to learn from schools other than where their major is located.
- Inquire across campus as to which courses already address some of these attributes and work to build on those and connect them to the common experience.
- The library intends to build a developmental schema for individual disciplines, working with faculty and classes, and integrate skill building for information literacy.

The concern for measurable attributes was a recurrent theme in the discussion.

Reminder – next meeting is Thursday, December 4, 5:00 – 7:00 PM.

Notes compiled by Janet Reohr

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

Notes on the Core Experience Task Force December 4, 2003, 5:00 – 7:00 PM

All members present except: Debra Moree, Simon Tarr, Roger Richardson, Megan Sullivan, Jessiah Jones

Martha Gray from Institutional Research was invited to attend the meeting to provide an overview of information the College has gathered about student perceptions and experience. Martha discussed a number of surveys used at Ithaca, specifically:

1. New Student Survey (incoming, first year students)
2. Alumni Survey (graduates one year out)
3. Survey of Graduating Seniors
4. National Survey of Student Engagement (providing national comparisons)

Martha distributed copies of the survey forms and described their use. The first three surveys have been used for a number of years and can therefore provide longitudinal data. With the exception of the first survey, all are administered to samples of students. Other surveys have been conducted on campus but may not be as useful for the Task Force as those from I.R.

The Task Force discussed the four surveys conducted by I.R. identifying some questions that seemed to address our focus. Task Force members will review these surveys further to determine what specific data and reports I.R. can provide for our use.

A draft Interim Report (for the Provost) that had been circulated via e-mail was discussed. This report could be the basis for communication to the College community as well as to the Provost, though the length and complexity of reports distributed might vary. Providing access to the entire report, via the web page, as well as distributing some form of the report to various college consistencies may be useful.

The contents of the draft Interim Report were discussed. The group felt a need to begin with a narrative identifying compelling reasons for common core experiences at Ithaca. These might include the Mission, the Middle States expectation for Ithaca to develop common experiences, concerns about students' lack of identification with the College, etc. Input for the Interim Report should be e-mailed to Janet for inclusion in draft two.

A plan for the process of engaging the whole College community in discussing and embracing a common core experience needs to be developed. In addition to disseminating information and conducting round table discussions as previously planned, other contacts with key groups would be valuable. Contacts should cut across the campus and might include faculty council, APC, curriculum committees of schools, student groups, etc.

For the next meeting – December 17, 5:00 – 7:00 PM:

- Marian and Tom will distill the attribute list for finalization on Dec. 17
- Bill, Liz, and Bonnie will begin to develop a communication plan
- Tanya and Tim will draft an introduction to the Interim Report

Notes compiled by Janet Reohr

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

Notes on the Core Experience Task Force January 20, 2004, 5:00 – 7:00 PM

All members present except: Tanya Saunders, Tim Glander, Debra Moree, Roger Richardson, Simon Tarr, Jessiah Jones

The discussion focused on the proposed communication plan developed by Bill Pelto, Bonnie Prunty and Lis Chabot. The Task Force agreed that the basic plan was good. As the last scheduled meeting in December was cancelled because of snow, the plan developed required adjustments regarding dates.

The proposed joint meeting, February 3rd, with Faculty Council, SGA, Staff Council, SACL Directors and Deans was supported. The meeting, already scheduled for several groups, is February 3, 8:15 – 9:45 pm in the Presser Room in Whalen Center. The specifics agenda and process for that meeting was discussed at length.

It was agreed that the February 3rd joint meeting would provide information to major campus constituencies about the deliberations of the Task Force. Involving the campus community in considering desired attributes for IC graduates and the common experiences that would lead to the acquisition of such attributes is to be the main thrust of the meeting. Another desired outcome for the February 3rd meeting is to convey the goals of the Task Force and the complexity of the investigation undertaken thus far.

The subcommittee (Bill, Bonnie, and Lis) will further develop the intended process for the February 3rd meeting. The February 3rd meeting will:

- Begin with a brief introduction;
- Provide ground rules would be set to focus the discussion about attributes and common experiences (ex. there will be no discussion of courses as common experiences at this initial meeting);
- Basic information would be sent out to all expected attendees prior to the meeting including:
 - One page document including the IC Mission and Charge to the Task Force;
 - An attribute list including a mix of those established by the Task Force and other colleges;
 - Questions to think about in advance:
 - What are some of the attributes that all graduates of Ithaca College should possess upon graduation?
 - What are some core experiences that student might participate in to help develop the attributes you have identified?
- Those attending (expected 80 people, representing 5 different campus constituencies) would be separated, via color coding, at tables mixing the groups;
- Each table would be facilitated by a Task Force member;
- Each Task Force facilitator would receive, prior to the meeting, specifics for directing the table discussions, keeping them focused and on time, etc.;
- Initial issue for each table is to brainstorm a list of attributes, and then prioritize the top 5, followed by reporting out by each table;
- Both questions shared in advance (see above) would be discussed at the tables with time limits for each;

The Task Force hopes to elicit interest in and commitment for attributes and the core experiences that could lead to them. The campus community's sense of involvement in the process and buy-in for the directions of the Task Force are key. After the February 3rd meeting information will be disseminated, via several methods, to the rest of the College campus.

Notes compiled by Janet Reohr

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

Notes on the Core Experience Task Force March 3, 2004, 5:00 – 7:00 PM

All present except Debra Moree.

Brittany Willard, class of 2006 joined the Task Force as student representative, substituting for Jessiah Jones who is no longer able to attend.

The Task Force discussed the community meeting held, February 25th from 6:30-8:00 PM with members of the Faculty Council, SGA, Student Affairs Directors, Academic Achievement & Advising Group, and Staff Council. Though the meeting was added to busy schedules of the various groups, attendance was good and discussion lively. (A total of 45 people, inclusive of CETF members participated.) The tone of this community meeting seemed very positive. A dissenting voice came from one student who was resistant to the notion of requiring students to have certain characteristics or to be “cookie cutter” students all doing the same things. The student also felt that the things being discussed should already be part of the college experience.

Discussion focused on the CETF’s need to be attentive to resistance from members of the College community to common experiences and/or attributes to be acquired by graduation. In consideration of resistance, the CETF discussed the importance of presentations to and involvement of the community. Concerns were raised about whether the term “attribute” will send a clear message of CETF’s intent and whether we should be selective, choosing only a limited number of narrowly defined attributes.

It was noted that we need intentionality not de facto outcomes for attributes and a means to measure successful obtainment of outcomes.

The list of top five attributes from the five groups at the Feb. 25th meeting show considerable concurrence with the attribute list developed by the Task Force.

Ways to share information with the College community were discussed. An article is expected to be written by the *Ithacan* the week after break. The CETF suggested another *Intercom* article be posted soon. In addition to disseminating reports on the Task Force’s efforts, additional means of involving students, faculty, and staff in dialogue need to occur so we can develop a “core experience culture” on campus.

Other means of involving the community include:

- A short presentation at the Administrative Assembly meeting (hopefully March 23rd)
- Providing feedback directly to the Feb. 25th participant groups by 10 minute presentations from CETF members
- Open forums with the larger community

It was agreed that responsibilities should be divided into subgroups to prepare for the next meeting:

- Lis, Bonnie & Bill will develop the next steps for involving the larger community
- Marian, Tom, Simon & Tanya will further develop the attribute list incorporating what was gleaned from the Feb. 25th meeting
- Janet, Tim & Megan will develop communications for the community and finalize the Interim Report to the Provost

Next meeting is scheduled for March 17, 5:00 – 7:00 PM.

Notes compiled by Janet Reohr

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

Notes on the Core Experience Task Force March 17, 2004, 5:00 – 7:00 PM

All present except Bill Pelto, Simon Tarr, Debra Moree, Janice Monroe, Tim Glander who had conflicting commitments.

The Task Force reviewed the latest edition of the Interim Report to the Provost. Additions included a plan to communicate to the College community, more detailed information about the review of the history of common experiences at IC, other items for inclusion in the appendices. Minor rewrites to the introduction were approved. There will be an executive summary and table of contents to open the report. This interim report will be sent to the Provost and then shared with the wider College community via website, pending Provost's approval.

Bonnie led the discussion of the communication plan for the community. The essential components include:

1. Reports back to groups that participated in the Feb. 25th community meeting. CETF members who are representatives to each of the groups that participated Feb. 25th would be utilized to make presentations to their groups.
2. This reporting back would include copies of:
 - a. top five attribute lists generated Feb. 25th,
 - b. revised attribute list from CETF,
 - c. list of potential core experiences derived from brainstorming Feb. 25th.
3. A presentation at Administrative Assembly will include copies of the above (#2) with a focus of discussion on core experience possibilities. CETF is scheduled for 45 minutes at the April 13th Administrative Assembly meeting.
4. An Intercom article should be posted very soon giving a link to the report to the community, including in the appendices the information identified in # 2 above.
5. Two Open Forums for the College community, the week of April 12 – 16, were discussed. One day (preferably at noon Tues. or Thurs.) and one evening, are planned. Finding available space to hold meetings is the difficulty at this point.

The list of Core Experience Sessions (Feb. 25th) experiences organized by Lis needs an introductory narrative, identifying it as a work in progress and giving context.

The CETF attribute list compiled by Marian was discussed and changes suggested. An introduction to this list, also identifying it as a work in progress and adding clarification about the connection to the five top attributes lists developed Feb. 25th should be added to this document.

Next meeting is scheduled for Wednesday, March 31, 5:00 – 7:00 PM.

Discussion of Institutional Research information will be on the agenda of that meeting.

Notes compiled by Janet Reohr

Interim Report of the Core Experience Task Force

Ithaca College
March 2004

Notes on the Core Experience Task Force March 31, 2004, 5:00 – 7:00 PM

All present except: Simon Tarr (AAHE conference), Bonnie Prunty (placement conference), Debra Moree and Tanya Saunders

Open forum meetings are scheduled for Thursday, April 15th with three different times to allow the most participation from the College community, 12:10 – 12:55 pm, 5:00 – 5:45 pm, 6:00 – 6:45 pm. All are in **Whalen 3302**. It was agreed that Howard would present a five minute introduction at each of these sessions. Materials will be distributed to each of these 45 minute sessions including the list of attributes which Marian had revised after the last meeting and a distillation of core experiences revised by Lis from the Feb. 25th brainstormed list. (Janet is to e-mail copies of each to the CETF members.) The discussion is then to be focused on these two lists asking participants to briefly reflect on the attribute list and then asking people to consider how/what potential common experiences could best serve the community.

(People available for each meeting:

- 12:10 – Howard, Tom, Eric, Megan, Brittany, Bill, Janet
- 5:00 – Howard, Megan, Brittany, Bill, Janet
- 6:00 – Howard, Megan, Brittany, Bill

Administrative Assembly on April 13th, has 45 minutes set aside for a presentation from CETF. Bonnie will provide an introduction. The same two lists as used for the Open Forums will be distributed. People at the Administrative Assembly meeting will be asked at their tables (6-10 people per table) to generate ideas for core experiences and then flesh out one such idea, each table voting for the best, followed by a reporting out session. Those to be present at the Administrative Assembly meeting include: Bonnie, Janice, Roger, Bill, Lis, Janet, Tom. CETF members should arrive at 8:30 am to allow for a final organizational discussion. (Coffee and tea available at **8:30 in Klingenstein Lounge**, for Admin. Assem. April 13th.)

The Provost has received the Interim Report and supports sharing it with the College community.

Reporting back to groups that participated in the first community meeting:

- Megan reported back to SGA
- Megan also reported back to the Academic Achievement and Advising Group
- Marian will be reporting to the Faculty Council at next week's meeting
- Marco Cestaro needs to be contacted as representative of Staff Council
- Student Life Directors need to hear back from CETF

It was suggested that an article be included in the *Ithacan* and in *Intercom* about the Open Forums on April 15th. Notation of how the Interim Report can be accessed should also be noted in *Ithacan* and *Intercom*. It is hoped to have the Interim Report accessible through a link via *Intercom*. Suggestions for communicating with the community regarding open forums include the scrolling plasma screens in Smitty, Info Desk in Campus Center, and Center for Health Sciences.

Next meeting is scheduled for Wednesday, April 21st, place TBA. Agenda includes discussion of materials from IR, distributed at the 3-31-04 meeting.

Notes compiled by Janet Reohr

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

Core Experience Task Force Attributes List (work in progress)

The Core Experience Task Force began with a study of other institutions and how they determined core attributes. With that study completed the CETF developed a list of attributes for all IC graduates, listed below.

The CETF attribute list has considerable correlation with attributes identified during a brainstorming session February 25th with College community members. (See page two of this document.)

1. Lifelong Learning—The development of intellectual curiosity and the research skills to pursue it.
2. Competence—The development of discipline-specific knowledge and skills and the interdisciplinary linking of that knowledge to other fields.
3. Communication skills--the ability to read, write, speak, and listen well, and the ability to use communication technology effectively.
4. Critical Thinking--the ability to acquire, comprehend, analyze, and synthesize knowledge and information from print, electronic, and media sources.
5. Aesthetic Appreciation--Recognize the variety of artistic expression and appreciate aesthetic perspectives and endeavors.
6. Personal Development--the ability to collaborate with others as peers and as leaders, resolve conflicts cooperatively, assume personal responsibility, and create and live by values/ethics.
7. Social and Environmental Responsibility—the ability to understand, appreciate, and think critically about cultural complexity, sustainability, and diversity and the development of a global perspective.

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

Top Five Attributes Lists from February 25th focus groups Task Force Attrib. # (from Fall 2003 list)

Group 1

- Desire to continue learning, contributing, exploring your passion 1
- Think critically/analyze 4
- Appreciation and respect for diversity 7
- Feeling happy about IC experience ?
- Communication/expression 3
- Ability to make ethical decisions 6

Group 2

- Communication skills (oral, written, visual...) 3
- Cultural competency 5
- Active involvement (citizenship, volunteering, professional) 7
- Openness to fact that world is not all "me" 6
- Technology skills (media literacy....) 3

Group 3

- Responsibility for societal greater good 7
- Articulate verbal and communication skills (*being comfortable with technology, *quantitative ability) 3
- Intellectual curiosity , (critical thinking and research skills to pursue) 1
- detailed discipline-specific knowledge 1
- Historical perspective, non-western 7
- Information & media literate 7

Group 4

- Effective communications (written, oral, electronic) 3
- Community and global awareness 7
- Critical thinking 4
- Appreciation experience in other disciplines 1, 6, 7
- 3 attributes with 3 each

Group 5

- Social responsibility 7
- Ethics (strong ethical sense based on cultural & philosophical sources) 6
- Global citizenship 7
- Communication skills 3
- All others only one or no vote

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

The Core Experience Task Force invited members of the Faculty Council, Student Government Association, and representatives of Student Affairs Directors, Staff Council, and Academic Achievement and Advising Group to participate in an initial community meeting on 2/25/03. Below is a distillation of the ideas generated in a discussion of core experiences that might reflect the distinctive nature of Ithaca College.

FIRST YEAR Experiences

Freshman Seminar
First year residential experience
Summer reading initiative

CAPSTONE Experiences

Interdisciplinary (writing, service, career)
Senior project
Career Preparation

CURRICULAR Experiences

Interdisciplinary Courses
Curricular Core Courses
Experiential Learning
Information Literacy/Technology Literacy
Portfolio Development

CURRICULAR/CO-CURRICULAR LINKING

Public Debates /College-wide Topical Discussions
Sustainability Initiative
Campus Events Linked to Course Content

COMMUNITY/TRADITIONS

Volunteering
Class-wide Experiences (e.g. Class of 2004)
Interclass/Interschool/Interdisciplinary Activities
Participation in activities with sustained focus (teams, clubs)
Expanded Reading Initiative Activities
Mentoring
Special Interest Residential Communities

HEALTH/WELLNESS

Outdoor experiential activity
Personalized fitness plans

LEADERSHIP

Leadership development program

MULTICULTURAL EXPERIENCES

Study abroad
Diversity Requirement (Curricular)

SERVICE LEARNING

On-campus Community Service
Off-Campus Community Service

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

Charge from the Provost to Core Experience Task Force

To: Members of the Core Experience Task Force

From: Peter Bardaglio, Provost/VPAA

Date: May 7, 2003

Attached is the material that I promised at our last meeting to share with you. The handout regarding assumptions and process is meant to be suggestive and not prescriptive. Thanks again for your participation in this important effort!

Purpose

To explore the creation and implementation of a set of core intellectual outcomes for all undergraduate students. This effort, framed as Goal 2 in the Institutional Plan for academic program development, will help ensure that we strike the proper balance between breadth and depth that is the hallmark of excellence in undergraduate education.

Charge

- Carry out college-wide discussions regarding what the core intellectual experiences and outcomes ought to be for undergraduate students at Ithaca College.
- Examine curricular structures and co-curricular programs at peer institutions that might be applicable to IC.
- Identify five to seven core experiences/outcomes and a plan for assessing student achievement in these core areas.

Timeframe

Provide a preliminary report by February 1, 2004 and a final report by May 1, 2005.

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

Assumptions about Common Core Experience

- Experiences should be integrated with each other and with the rest of the curriculum
- Experiences are developmental, requiring an advancing degree of complexity in advancing levels of curriculum
- Although common to all students, core experiences should coordinate and connect with majors
- Core Experience goals and objectives should be articulated sufficiently to allow outcomes assessment measures to be readily established
- Various forms of learning will be used to meet goals including courses, experiential learning, student development activities, etc.
- Assessment will provide a means for feedback to individual students as well as for core/program self improvement

Process

- Utilizing the IC mission statement the Core Experience Task Force will begin to determine basic expectations held for all undergraduate students. Values identified in the mission include:
 - Intellectual growth (intellect)
 - Aesthetic appreciation (creativity)
 - Character development (character)
 - Lifelong learning
 - Experiential learning
 - Global citizenship
 - Activity to benefit others
- Common readings on core experiences, core curriculum, general education, outcomes measures, and assessment will be provided for the Task Force and faculty
- Examples of core experiences established by colleges similar to Ithaca will be provided to the Task Force and faculty
- The Core Experience Task Force Will work with the schools to review their missions and goals and discern if and what educational outcomes have already been addressed within each school
- The Task Force will review the collective goals of all the schools and consider the expectations held for all students as determined by the mission, and then determine five to seven goals for the common core experience
- Through the use of round tables, the Task Force will generate discussion and acquire input from the community
- Clearer articulation of goals and objectives used to reach goals will be developed by the Task Force in discussions with the faculty
- The Task Force will determine the need for course/program changes/additions (including first year writing course, first year experience, senior capstones, etc.) for students to reach established goals
- Assessment mechanisms for core experiences, and all areas of the curriculum, will be established to measure outcomes (capstone experiences, portfolios, sophomore screening, course embedded assessments, etc.)

Readings

- *Greater Expectations: A New Vision of Learning as a Nation Goes to College*, AAC&U Report, 2002.
- Frank H. T. Rhodes, "A Battle Plan for Professors to Recapture the Curriculum," *Chronicle of Higher Education* (September 14, 2001).
- Jonathan Z. Smith, "Alternative Visions of General Education," AAC&U: General Education in the New Millennium, San Antonio, Texas, February 24, 2000.
- Sylvia Hurtado, Jeffrey Milem, Alma Clayton-Pedersen, and Walter Allen, "Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education," ASHE-ERIC Higher Education Report, vol. 26, no.8 (1999).

General Education Programs for comparison

- Hamilton College –well integrated program
(www.hamilton.edu/academics/liberal_education.html)
- Portland State University – well integrated and complex program
(www.ous.pdx.edu/)
- Kings College – course embedded assessment
(www.kings.edu/academics/core.html)

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

Hamilton College

The Hamilton Plan for Liberal Education

The *Hamilton Plan for Liberal Education* provides highly motivated students with both the freedom and the responsibility to make educational choices that emphasize breadth and depth. Unique to this plan are two distinct capstone requirements -- one at the completion of the general education sequence (The Sophomore Seminar) and one at the conclusion of the concentration (The Senior Program) -- that serve as integrating and culminating experiences for students at decisive points in their undergraduate careers. The new plan builds on the strength of the concentration and The Senior Program by instituting a Sophomore Program and reinvigorating the advising system. To staff the new curriculum, eight faculty positions (five new FTEs plus three new endowed chairs) will be added, effectively lowering the College's student-to-faculty ratio to 9-to-1.

A. General Education

As part of the new *Hamilton Plan for Liberal Education*, the faculty has significantly strengthened the general education sequence by: (a) replacing distribution requirements with a series of recommended goals; (b) instituting special first- and second-year seminars; (c) reaffirming the centrality of writing; (d) reinvigorating the advising system; and (e) establishing a multidisciplinary seminar program at the end of the sophomore year that culminates in an integrative project with public presentation. Highlights of the general education program include:

- First- and Second-Year Proseminars -- to ensure a high level of engagement early in their studies, students will be encouraged to participate in four special classes: small, rigorous courses of no more than 16 that offer intensive interaction among students and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. (Effective with the 2001-2002 academic year)
- The Writing Program -- all Hamilton students will be required to pass three writing-intensive courses, each taken in a different semester during the first two years of study. (Already in effect)
- The Advising Program -- with the elimination of distribution requirements, the advising system will become less administrative and more substantive as faculty members help students develop their own academic programs and understand the implications of their choices. (Effective with the 2001-02 academic year)
- The Sophomore Program -- The Sophomore Program will take the form of a series of seminar offerings that emphasize inter- or multidisciplinary learning and culminate in an integrative project with public presentation. As one possible example, the faculty may choose to pursue a seminar titled "Forever Wild: The Past and Future of the Adirondacks." Such an offering might include content in natural history, political history, ecology, geology, popular culture and the environment, and would attract faculty members from many disciplines and interest students with diverse backgrounds. The culminating experience might take place in the Adirondack Park, taking advantage of the College's location. (Effective with the 2002-2003 academic year)

B. The Concentration

The number of courses normally comprising a concentration is between eight and 10, depending upon the department or the program. In addition, each student is required to complete a senior program, as defined by his or her concentration. Many students also complete an independent study.

- The Senior Program -- Each department and program of concentration has designed a senior program to serve as an integrating and culminating experience for the concentration by requiring students to use the methodology and knowledge gained in their first three years of study. Building on their coursework and demonstrating their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. (Already in effect)

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

ITHACA COLLEGE

MISSION STATEMENT

To provide a foundation for a lifetime of learning, Ithaca College is dedicated to fostering intellectual growth, aesthetic appreciation, and character development in our students. The Ithaca College community thrives on the principles that knowledge is acquired through discipline, competence is established when knowledge is tempered by experience, and character is developed when competence is exercised for the benefit of others.

A comprehensive college that since its founding has recognized the value of combining theory and performance, Ithaca provides a rigorous education blending liberal arts and professional programs of study. Our teaching and scholarship are motivated by the need to be informed by, and to contribute to, the world's scientific and humanistic enterprises. Learning at Ithaca extends beyond the classroom to encompass a broad range of residential, professional, and extracurricular opportunities. Our undergraduate and graduate students, faculty, staff, and alumni all contribute to the learning process.

Ithaca College is committed to attracting a diverse body of students, faculty, and staff. All members of the College community are encouraged to achieve excellence in their chosen fields and to share the responsibilities of citizenship and service in the global community.

Interim Report of the Core Experience Task Force

Ithaca College

March 2004

INSTITUTIONAL PLAN

ACADEMIC PROGRAM DEVELOPMENT

Priority: Strengthen the College's academic offerings, including interdisciplinary programs, shared academic experiences, and graduate programs

Goal 2: Explore creation and implementation of a core set of courses for all undergraduate students

Implementation Strategies

Through College-wide discussion and decision making, identify core curricular areas from which, depending on the degree program, majors or schools require a certain number

Encourage or require students to choose one or more courses from a menu of approved interdisciplinary courses

Encourage consideration of the following as possible core areas: introductory science, Western civilization, non-Western civilization, individual and society, multicultural studies/global studies, quantitative/logical reasoning, aesthetics, moral reasoning/ethics, and citizenship

Key Performance Indicators

Number of core curricular offerings

Percentage of faculty teaching interdisciplinary courses and students taking such courses

Assessment of student achievement in core areas

Student, faculty, and alumni satisfaction with interdisciplinary courses

Employer satisfaction with student competence in core areas

(Institutional Plan adopted Spring 2001)