ICC Annual Report

AY 2023 – 2024

6 September 2024

The Director of the ICC began their three-year contract in July of 2023, replacing the previous director who served in the position for six years.

<u>Goals and Outcomes</u> for the Office of the ICC during AY 23 - 24 included:

- Aligning the ICC SLOs directly with the Middle States general education standards as well as streamlining the SLOs. These changes necessitated approval by School curriculum and assessment committees as well as APC-A and APC. This work was accomplished during the fall of 2023 with approval happening at APC in December 2023.
- Establishing assessment rubrics for each of the Perspective and Competency/Attribute SLOs. This work was accomplished in the spring of 2024.
- Training on and configuring of the Watermark OAP system to begin collecting and assessing artifacts from ICC-designated courses. This work was ongoing during AY 23-24 and finalized in the summer of 2024.
- Creating documents and updating the ICC website to better explain the expectations of the ICC. This work was accomplished during AY 23 – 24.
- Establishing the ICC-CAC and holding regular meetings during the AY. This was not successfully accomplished during AY 23 – 24.
- Collecting final artifacts from ICC – designated Capstone courses and assessing them using the new Watermark OAP system, SLOs, and rubrics. This work is ongoing and was marginally successful during AY 23-24.
- Developing a systematic way of reminding faculty that they are teaching an ICC-designated course as well as collecting artifact information from them for assessment purposes. This work was accomplished during the spring and summer of 2024. Trial/beta emails were sent in spring of 2024 and formal emails rolled out for AY 2024-2025.

<u>Additional Responsibilities of the Office of the ICC</u>:

- Responding to inquiries – both formal and informal – regarding students' progress in the ICC. Informal inquiries, which take the form of direct emails to the Director as well as the Academic Coordinator of the ICC, are not quantifiably accounted for in this report. However, formal requests and

inquiries, which are recorded using the ICC forms [Ask ICC/Designation Exception/Study Abroad/Transfer Credit] numbered 309 for AY 23 – 24.
- Reviewing ICC designation proposals for inclusion of new courses in the program. Thirty-three (33) new or revised courses were reviewed for ICC designation in AY 23 – 24. The majority of these courses are offered through the Ithaca College London Center (ICLC) program.
- Learning how to appropriately account for seat offerings across the program and working with the Associate Provost to ensure seat availability in necessary perspectives and competencies.
- Occasionally speaking to parents of prospective and current students about what the ICC entails and how AP and transfer credits will apply.
- Meeting with administration and faculty from across campus to answer questions and concerns about the ICC.
- The Director of the ICC serves on APC-A and in this capacity attends meetings, reviews assessment policies from departments and programs, and assists with the annual Assessment Summit. In May of 2024, the Director of the ICC presented at the summit and co-led one of the working sessions.
- The Director of the ICC serves on the Summer Registration Team for first-year students. In this capacity, they are responsible for assisting with ICSM registration as well as registering students in their non-major courses based on Academic Survey responses and intended major.
- The Director of the ICC serves ex officio on the ICSM-CAC and weighs in on procedural concerns, when necessary.
- The Director of the ICC meets regularly with the Associate Provost to discuss any concerns and to keep an open channel of communication with the Office of the Provost.
- The Director of the ICC regularly attends A-Dean meetings to keep an open channel of communication with the schools.

Ongoing Challenges:

- The Director of the ICC is a faculty member and therefore still maintains the responsibilities of department and school service and advising of majors. Although there is a significant reduction in teaching load for this position, there is no reduction in service to college, school, and department.
- There is a lack of faculty support for assessment of the ICC. It would be helpful to increase the size of the ICC-CAC to at least 7 members to appropriately cover the perspectives and competencies. Even then, there is

probably too much work for such a small group to adequately address. The Director of the ICC requests assistance from the Office of the Provost in addressing this challenge.

- There is a lack of understanding in what the ICC-designated Capstone should accomplish. This is an issue that the Director of the ICC and the Associate Provost have communicated about at length. However, it remains an ongoing challenge and priority for AY 24 - 25.

Goals for AY 24 – 25:

- The primary goal for the Office of the ICC during AY 24 – 25 is collecting artifacts for the four ICC Perspectives and at least two of the competencies to re-establish assessment procedures for the program. Collection and assessment of the perspective artifacts will begin in fall 2024 with assessment of Quantitative Literacy and Writing Intensive beginning in spring 2025. The collection and assessment of Capstone artifacts is ongoing as well.
- Hold conversations with current Capstone faculty across campus about the intention and SLOs of the Capstone and how to improve upon the final student artifacts in the course.
- Formalize the 'Seats Needed Process' for Perspective and Competency courses.

Respectfully Submitted,

Chrystyna Dail
Director of the ICC

Integrative Core Curriculum (ICC)

The Integrative Core Curriculum (ICC) is a set of shared academic experiences for our undergraduate learners grounded in the values of Ithaca College: academic excellence, respect, accountability, innovation, sustainability, and equity. The program helps students develop integrative thinking, critical and analytical problem solving, and reflective learning.

Program Summary

Ithaca Seminar: A 4 credit interdisciplinary liberal arts course that supports the academic and social transition to Ithaca College (ICSM).

Perspective Courses: The ways humans view and interact with the world around them. Students complete at least one 3 to 4 credit course outside their major in each of the four following ICC-designated perspectives (HM/CA/SC/SO):

- Humanities: Understand the human experience by analyzing expressions of language, image, text, and culture.
- Creative Arts: Explore and analyze the methods and materials used in various kinds of art.
- Natural Sciences: Examine through scientific methods how humans interact with the natural and physical world.
- Social Sciences: Understand and analyze how social forces shape, predict, and determine human action.

Core Competencies: Foundational skills for responsible citizenship and professional success. Students complete at least one 3 to 4 credit course in each of the following ICC-designated competencies (AW/DV/QL/WI). These courses may be completed anywhere in a student's degree progress (major/minor/elective):

- Academic Writing: Provides the foundation for developing a recursive writing process.
- Diversity: Learn how diversity enriches society, explore why groups may hold different views on issues, and open your mind to views beyond your own.
- Quantitative Literacy: Develop the ability to investigate and interpret quantitative information.
- Writing Intensive: Develop and articulate content knowledge and critical thinking through frequent practice of informal and formal writing.

Capstone: Each student's opportunity to make connections across the entirety of their learning, explore how they achieved the stated values of Ithaca College, and synthesize their college experience. An individual reflective artifact is required of all students prior to graduation and should be submitted during their ICC-designated Capstone course. Students may satisfy the ICC Capstone expectation as either a stand-alone course or through an ICC-designated Capstone for their major program (CP).

Questions: If you have any questions about the ICC, please reach out to icc@ithaca.edu.

ICC Learning Outcomes

Student Learning Outcomes (SLOs) for ICC-designated Perspective and Competency courses

All ICC-designated courses include an assignment or artifact, chosen by the course faculty member, allowing students to indicate achievement of the SLOs. Student artifacts are collected each semester and assessed using rubrics by the Office of the ICC and a cohort of faculty and staff from across campus. Each course may include additional student learning outcomes that are assessed by programs or individual faculty members. Questions? Contact the **Office of the ICC**.

Perspective	Student Learning Outcomes
Creative Arts (CA)	**SLO 1:** Applies forms, techniques, or processes used in at least one area of the Creative Arts **SLO 2:** Analyzes how language, texts, performances or images impact human emotions, thoughts, actions, or beliefs
Humanities (HM)	**SLO 1:** Applies forms, techniques, or processes used in at least one area of the Humanities **SLO 2:** Analyzes how language or texts impact human emotions, thoughts, actions, or beliefs
Natural Sciences (SC)	**SLO 1:** Applies basic scientific principles and methods in one area of the Natural Sciences **SLO 2:** Analyzes the impact of a specific area of the Natural Sciences on self and/or society
Social Sciences (SO)	**SLO 1:** Applies basic scientific principles and methods in one area of the Social Sciences **SLO 2:** Analyzes the impact of a specific area of the Social Sciences on self and/or society

Core Competency	Student Learning Outcomes
Critical Analysis & Information Literacy (ICSM)	**Ithaca Seminar SLO:** Identify and articulate assumptions that underlie an idea, argument, or creative work
Diversity (DV)	**SLO 1:** Articulates a shift in personal understanding of systemic power structures **SLO 2:** Analyzes how systems of power impact the construction of identity within a social, economic, and/or historical context
Written Communication (AW and WI)	**Academic Writing SLO:** Develops a recursive writing process **Writing Intensive SLO:** Applies a recursive writing process
Quantitative Literacy (QL)	**SLO 1:** Analyzes information presented in quantitative or mathematical forms (equations, expressions, graphs, diagrams, tables, & words)
Self-Reflection (CP)	**Capstone Self-Reflection SLO:** Demonstrates a developing sense of self as a learner; reflects and builds on prior experiences in response to new and challenging contexts

The following standards/ learning outcomes are assessed at program or school levels:

Values and Ethics SLO: Analyzes ethical values in the context of a specific social issue or concern

Oral Communication SLO: Intentionally organizes the sequencing of ideas in a presentation and/or interpersonal communication

Technological Competency SLO: Applies technological skills appropriate to their discipline

Institution-wide Assessments

Individual & Social Responsibility

Human Cultures

Integrative Learning

Physical & Natural World

Essential Skills

Individual/Social Responsibility	Human Cultures	Physical & Natural World	Essential Skills
Diversity (DV)	Creative Arts (CA)	Natural Science (SC)	Oral/Written Communication (AW/WI)
Values & Ethics	Humanities (HM)	Social Science (SO)	Critical Analysis & Information Literacy (ICSM)
			Quantitative Reasoning (QL)
			Self-Reflection (CP)
			Technological Competency