

ICC Assessment Report

AY 2024 – 2025

Introduction:

Ithaca College's accrediting body, the Middle States Commission on Higher Education (MSCHE), in [Standard III](#) states that at institutions offering undergraduate programs and degrees, there should exist “a general education program, free standing or integrated into academic disciplines, that:

- a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

- b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives.” Additionally, MSCHE Standard III and Standard V expect “periodic assessment of the effectiveness of student learning experiences for all student populations.”

At Ithaca College, the general education program is the Integrative Core Curriculum (ICC). This program focuses on and assesses students in the following areas aligned with Middle States expectations:

- a. Cultural awareness and sensitivity through Creative Arts (CA) and Humanities (HM) courses,
- b. Written Communication through Academic Writing I and Writing Intensive (WI) competencies,

- c. Scientific and Quantitative reasoning through Natural Sciences (SC), Social Sciences (SO), and Quantitative Literacy (QL) coursework,
- d. and Values and Diversity perspectives through the Diversity (DV) competency.
- e. Critical analysis and reasoning are woven throughout the ICC requirements, but are first explored in a student's Ithaca Seminar (ICSM),
- f. and the Capstone (CP) competency expects student reflection on the entirety of their education while making informed decisions about chosen professions as well as their responsibilities as global citizens.

Academic Writing and the ICSM have coordinators directly assigned to the organization and assessment of these programs. Those assessment reports are housed in the Department of Writing and the ICSM Teams site, respectively. The remainder of the ICC requirements (CA, HM, SC, SO, CP, DV, QL, WI) are assessed by the ICC-CAC and the Director of the ICC. AY 24 – 25 was the first year that any portion of these requirements were formally assessed since the disruption of the pandemic and major revision of the ICC.

Student artifacts, in the form of papers, projects, and exams submitted via individual courses on Canvas, were collected for the following Perspectives and Competencies during AY 24 –25: Creative Arts (CA), Humanities (HM), Natural Sciences (SC), Writing Intensive (WI), and Capstone (CP). The assessment process was in its nascent stages, and the ICC-CAC remains relatively small (6 faculty and 1 staff member); therefore, limited artifacts were assessed in this initial year. The complete quantitative results are available in Appendix A of this report.

Brief Analysis of Results

The ICC Assessment Report for AY 2024–2025 presents an evaluation of student performance across five key domains of Ithaca College's Integrative Core Curriculum

(ICC): Creative Arts, Humanities, Natural Sciences, Writing Intensive, and Capstone. The assessment data reflects consistent student achievement aligned with [ICC Student Learning Outcomes \(SLOs\)](#), demonstrating that students are successfully engaging in integrative, analytical, and reflective learning practices.

Key Findings:

- **High Achievement Across Domains:**
Students performed strongly across all assessed areas, with median and average scores largely falling within the *Accomplished* (3) and *Exemplary* (4) ranges in the four-point rubric. This trend indicates that most students demonstrate competency and even higher-order mastery in the ICC Student Learning Outcomes.
- **Specific Results:**

Creative Arts	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Total Artifacts	Median	Average
SLO 1: Application	0	14	25	8	47	3	2.87
SLO 2: Analysis	3	17	12	5	37	2	2.51

- o Creative Arts scores cluster primarily between the *Developing* and *Accomplished* levels, with a strong representation at *Exemplary* (8 of 47 total artifacts). This suggests a well-established foundation in applied and analytical competencies but with room for more consistent elevation to higher performance levels. It should be noted that most students (42% in Fall 2025) entering Ithaca College already have their Creative Arts Perspective satisfied by their major, which means students completing ICC-designated Creative Arts courses are not directly aligned with the Creative, Fine, or Performing Arts (See Appendix B of this report). Creative Arts results, while positive, show a slightly wider performance spread in comparison to the other ICC learning areas, indicating a need for further curricular consistency or alignment of expectations across sections. The lower averages in the *Analysis* SLO suggest that students may require more explicit instruction in evaluative processes, particularly when translating creative expression into reflective or analytical commentary.

Humanities	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Total Artifacts	Median	Average
SLO 1: Application	1	5	7	38	51	4	3.61
SLO 2: Analysis	0	1	8	42	51	4	3.80

- o In Humanities, the performance pattern is notably strong, especially in the Application outcome. With 38 students achieving an *Exemplary* rating and only 6 below the *Accomplished* threshold, the average score of 3.61 underscores a high level of critical engagement and interpretive sophistication. This distribution, along with a median of 4, suggests that Humanities instruction and assessment methods are effectively supporting advanced learning outcomes.

Natural Sciences	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Total Artifacts	Median	Average
SLO 1: Application	0	15	22	31	68	3	3.24
SLO 2: Analysis	0	4	10	54	68	4	3.74

- o The Natural Sciences category reflects a strong performance pattern, with 31 of 68 total artifacts (46%) rated as *Exemplary*. The average score of 3.24 and median of 3 indicate solid student achievement, aligning with institutional expectations for applied scientific reasoning. The absence of any *Beginning* scores demonstrates that students possess foundational competency in scientific application, likely attributable to consistent laboratory experiences and research-based pedagogies. The concentration of scores in the *Accomplished* and *Exemplary* range also points to successful curricular scaffolding in evidence-based inquiry. However, given that nearly a quarter of submissions are at the *Developing* level (15 artifacts), there remains an opportunity to strengthen student interpretation of experimental results and deepen connections between theoretical knowledge and empirical practice.

Writing Intensive	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Total Artifacts	Median	Average
Context and Purpose	0	17	26	10	53	3	2.87

Content Development	0	4	25	24	53	3	3.38
Disciplinary Conventions	0	9	25	19	53	3	3.19
Sources and Evidence	0	1	27	25	53	3	3.45
Syntax and Mechanics	0	6	18	29	53	4	3.43

- o The Writing Intensive competency is a requirement for all students at Ithaca College. Criteria 1 (Context and Purpose), while showing solid foundational achievement, presents an opportunity for targeted improvement. Students generally meet expectations but demonstrate less consistency at the *Exemplary* level. This pattern points to the need for continued attention to rhetorical development and revision practices. Programmatically, this data underscores the continued importance of Writing Intensive courses as developmental spaces for critical thinking and reflective communication.

Capstone	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Total Artifacts	Median	Average
Self-Reflection	0	2	27	73	102	4	3.66
Integrative Learning	0	3	28	71	102	4	3.61
Independent Lifelong Learning	0	2	37	63	102	4	3.59

- o The Capstone assessment represents a culmination of integrative learning across the ICC framework, and the data is notably strong. With 73 of 102 artifacts (72%) at the *Exemplary* level, the average score of 3.66 and median of 4 signifies substantial student achievement in self-reflection and synthesis. This distribution illustrates that by the end of their undergraduate experience, students completing the final reflection effectively articulate connections among disciplines, learning outcomes, and personal growth. The minimal representation in lower tiers (only 2 artifacts rated *Developing*) suggests a highly successful integration of learning outcomes throughout the curriculum. This evidence supports the ICC's overarching goal of fostering holistic, reflective thinkers capable of transferring skills across contexts. For a more detailed report of Capstone findings, please refer to the separate Capstone assessments report (See Appendix C).

Areas for Improvement in ICC Assessments:

- o The ICC-CAC encourages a focused change in assessment processes allowing for better advising of faculty. Specifically, faculty teaching ICC-designated courses should be consulted on the student artifacts they are selecting to ensure they align with the SLOs being assessed.
- o Encourage faculty collaboration for those teaching in specific ICC Perspectives/Competencies to maintain coherence in outcome expectations and thus allowing for more consistent assessment data.
- o Incentivize greater involvement in ICC assessment practices to allow for stronger inter-rater calibration.
- o Although the results were promising, not all ICC designated Capstone courses require a reflective artifact for completion of the course. This requirement – and the lack of consistent compliance – is under review.
- o Increase the number of artifacts being collected and assessed in each of the ICC Perspective and Competency areas.

Conclusion:

AY 2024–2025 ICC assessment data affirm the continued effectiveness of Ithaca College’s integrative learning model. Students are not only achieving expected competency levels but, in many domains, exceeding them. Targeted efforts in Creative Arts, Writing Intensive, and Natural Sciences could further elevate overall achievement. The data also suggests that the ICC’s emphasis on analysis, application, synthesis, and reflection is yielding meaningful educational outcomes that prepare students for success beyond the classroom.

Appendix A

ICC Assessment Results (AY 24-25)

Creative Arts	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Total Artifacts	Median	Average
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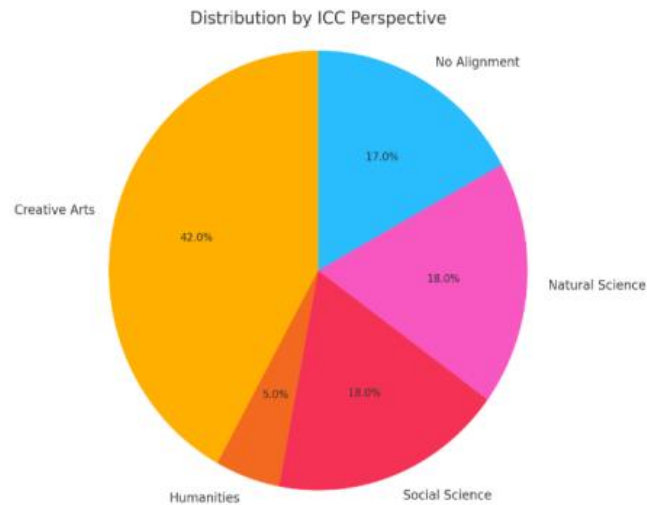
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Appendix B



The current matriculated undergraduate student count is 4384 (accurate as of 8.12.25). Of this number, as indicated above, the highest percentage of students are aligned with majors already fulfilling the ICC Creative Arts Perspective. 17% of IC students (all students in the School of Business, Math and Computer Science majors, as well as all first-year students in the various Pathways or pre-Health professions) are not aligned with any ICC Perspective. If a student's major is aligned with an ICC Perspective, this means they do not require an additional ICC Perspective designated course in that area for graduation.

Appendix C

AY 2024 - 2025 Capstone Reflection Assessment Report

Overview:

Assessment of the Capstone was drawn from a random sampling of 102 student final reflection essays collected from thirteen Capstone courses offered across campus during AY 2024 - 2025. Student reflections from all five schools are represented; however, the School of Business has the smallest representation. This report includes an overall summary of AI - assisted assessment findings using ChatGPT5. The assessment for the Capstone course in the ICC is completed using a descriptive rubric with four performance ratings [Exemplary (4), Accomplished (3), Developing (2), Beginning (1)], which are assigned to the three SLOs for the course:

SLO 1: Self-Reflection

Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts.

SLO 2: Integrative Learning

Synthesizes and transfers learning to new, complex situations within and beyond the college classroom experience.

SLO 3: Independent Lifelong Learning

Summarizes skills and dispositions acquired for the development of lifelong learning, which includes curiosity, transfer, independence, initiative, and reflection.

Summary Findings:

SLO 1: Self-Reflection – 3.66 average rating

- Strengths observed: Most students effectively described their personal and academic transformation, often highlighting challenges (identity, homesickness, academic struggles, imposter syndrome) and connecting them to growth. Strong essays showed nuanced awareness of change across multiple dimensions (academic, professional, and personal).
- Weaknesses observed: A minority of students focused more on critiquing ICC requirements or on descriptive storytelling without deeply evaluating how experiences shaped their identity.
- Trend: The majority scored Exemplary (4), showing that students are generally strong in reflective practice.

SLO 2: Integrative Learning – 3.61 average rating

- Strengths observed: High-scoring essays demonstrated clear interdisciplinary synthesis — weaving together majors, ICC courses, and extracurriculars. Students often connect liberal

arts courses to professional goals (e.g., neuroscience to music therapy, sociology to accounting, literature to theatre).

- Weaknesses observed: Developing-level essays tended to list courses or requirements without showing how they fit together into a broader intellectual framework. A few openly dismissed the ICC as irrelevant, weakening their scores.
- Trend: This SLO showed the widest spread of scores (from 2 to 4). While many demonstrated exemplary integration, others struggled to articulate connections beyond their major.

SLO 3: Independent Lifelong Learning – 3.59 average rating

- Strengths observed: Exemplary students consistently tied learning beyond coursework to professional aspirations — through research teams, leadership roles, arts festivals, club presidencies, coaching, internships, or founding organizations. These reflections clearly conveyed curiosity, initiative, and independence.
- Weaknesses observed: Students at the 3 (Accomplished) level often described extracurriculars or career preparation but did not fully frame them as evidence of a lifelong pattern of curiosity or intellectual independence. A few at the 2 (Developing) level showed limited initiative beyond required coursework.
- Trend: This SLO produced the most variation between students, with strong leaders and innovators standing out, while others remaining classroom bound in reflections.

Conclusion:

- Across batches, SLO 1 (Self-Reflection) was the most consistently strong outcome.
- SLO 2 (Integrative Learning) showed the greatest variability — distinguishing students who embraced interdisciplinarity from those who saw the ICC as disconnected from their major program learning.
- SLO 3 (Independent Lifelong Learning) best highlighted differences in initiative: some students clearly developed lifelong habits of curiosity and leadership, while others framed their growth narrowly around coursework.

Together, these results show that the ICC Capstone often succeeds in fostering reflection, interdisciplinary thinking, and independent learning, but the depth of synthesis and evidence of lifelong learning vary significantly by student.

