

First Year Curriculum Committee:

Barnett, Burnham, Child, DeBoy, Gable, Ocampo, San Juan, Voltz

First Year Curriculum Revision Progress Report: Spring 2016

Members of the FYC Revision committee prepared curriculum revision proposals in Fall 2014, based on studies of best practices at model institutions. The committee came to consensus about the proposed revision details on retreat in January 2015. This reports includes the goals of the revision, a representation of the new versus old First Year Curriculum, as well as two appendices: 1) A draft of the Assessment Plan and Assessment Template for all Foundational Classes and 2) A report on Fall 2015 P/F/W rates for redesigned math classes.

Goals of revision:

The goals for the first year curriculum included improving students' critical reasoning, reading, writing, oral communication and quantitative skills through engagement with the liberal arts. We also aimed to develop first year students' scholarly confidence and identity. One critical aspect to developing scholarly identity is discovering academic strengths and interests. The recommended curriculum gives students early introduction to disciplines they may wish to further explore, major or minor in.

The recommendations also aimed to improve Trinity's approach to foundational education, based on the committee's thorough review of relevant research and successful models for advancing underprepared students. Research-based principles that undergird the proposal include:

- reducing "exit points"
- building remediation into foundational courses with co-requisite credits
- providing appropriate support for the specific demands of college-level courses
- offering first year options that align with intended course of study ("meta-majors")
- integrating reading and writing instruction

Revised First Year Foundational Skills Sequence:

<u>Semester</u>	<u>Recommended Courses</u>	<u>Credits/Gen Ed Status</u>
Fall	MAT 102, 108 or 109 (aligned to major)	4/ Gen Ed
	CRS 101: Intro to Liberal Arts, Discovering Strength	4/ Gen Ed
	COM/PHIL: Critical Reasoning & Oral Argumentation	3/ Gen Ed
	First Year/College Success Seminar:	1/ Not Gen Ed; recommended
Spring	CRS 102: Reading & Writing in Discipline	3/ Gen Ed
	ENG 107: College Composition (Argument, support, citation)	4/ Gen Ed

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	TOTAL CREDITS <i>MAXIMUM</i>	19
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Prior First Year Foundational Skills Sequence:

<u>Semester</u>	<u>Current Courses</u>	<u>Credits/Gen Ed Status</u>
Fall	MAT 101S (for 90% of students)	4/ Not Gen Ed
	CRS 100S (for 36%)	4/ Not Gen Ed
	ENG 105 or 105S (for 98%)	3 or 4/ Not Gen Ed
	COM 110	3/ Gen Ed
Spring	MAT 102, 108 or 109	3/ Gen Ed
	CRS 101	3/ Gen Ed
	ENG 107	3/ Gen Ed
	CRIT REASONING: BIOL 103, HIS 220, PHIL 103, SOCY 242	3/ Gen Ed
	TOTAL CREDITS <i>MAXIMUM</i>	27

Status of each proposed curriculum change:

MATH 102, 108, or 109: Intermediate Algebra, Finite Math, or Foundations of Math. 4 credits. Implemented in Fall 2015

MATH 101S: Foundations of Math was eliminated as of Fall 2015.

MATH 102, 108 and 109 (originally 3 credits) were redesigned by math faculty and specialists for four credits, strategically incorporating some of the MATH 101S material into the fourth credit. All incoming first year students in Fall 2015 were required to enroll directly in MATH 102, 108 or 109.

The courses were also redesigned to better align each course with a course of study. MATH 102 for STEM students better prepares for the calculus sequence; MATH 108 for Nursing & Education better prepares for statistics as well as professional exams; MATH 109 for Humanities & Social Sciences better prepares for statistics. MATH 108 and 109 teach quantitative literacy through application to relevant health care, social and cultural contexts.

See Appendix Two for a report on Pass, Fail and Withdrawal data for all Math classes in Fall 2015.

CRS 101: Critical Reading & Writing. 4 credits. Redesign piloted in Fall 2015.

A three credit version of CRS 101 was redesigned by an interdisciplinary faculty and specialist committee with common goals, assessments and readings. Standardization enables a shared student experience, as

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well as quality-control. The course now integrates the teaching of reading and writing, in response to liberal arts texts. This 3 credit iteration was piloted in AY 2015-2016.

A committee of reading and writing specialist will design a new iteration including a fourth credit which will provide more time for reading and writing instruction and potentially include some of the topics previously addressed by CRS 100S

CRS 102: Critical Reading & Writing in Disciplines. 3 credits. To be implemented in Fall 2016.

CAS CAP approved this new course on Feb. 25, 2015; it was brought to CAS faculty on March 11th, 2015. In April 2015, CAS faculty voted overwhelmingly to adopt this new course, to be offered in Fall 2016.

These courses will develop students' abilities to read and write in the disciplines, thus building upon the learning of CRS 101 and supporting the goals of ENG 107, College Composition. While each course will have its own disciplinary character, the courses may not cover a large content area as the emphasis is on developing the transferrable skills students will need to advance through their course of study. All sections will have set of common goals for reading and writing, as well as a common assignment.

Eleven faculty members are currently designing sections of CRS 102, supported by a robust faculty development sequence and grants from the Mellon Foundation.

COM/PHIL: Critical Reasoning & Debate, 3 credits. In process. We aim for implementation in Fall 2017.

The first year curriculum should address oral as well as written communication skills. This course will be redesigned to address both the logic and reasoning skills targeted by PHIL 103, and the oral persuasion, argumentation, and public speaking skills that are cursorily addressed in the survey course COM 110. Both PHIL 103 and COM 110 would be eliminated.

This proposal was made to CAS CAP in February; CAS CAP offered an amendment which has not been accepted by the committee. The First Year Curriculum Committee and CAS CAP will meet on March 23, 2016 to discuss the curriculum proposal, the amendment, with the aim of coming to consensus about a proposal to put before the full CAS Faculty in April 2016. If approved, course would be designed for implementation in Fall 2017.

First Year/College Success Seminar, 1 credit (pass/no pass). Implemented in Spring 2016.

This course supports a successful transition to college and builds Trinity community. The design includes elements that have been found to enhance retention in a host of well-researched national models: study skills support, health & wellness instruction, academic and career planning.

ENG 107: College composition. 4 credits. Redesign implemented in Fall 2016.

ENGL 107 will solidify skills taught in CRS 101 and 102, and advance students' abilities for college composition. The course focuses on constructing and supporting an argument about text(s), with

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appropriate and correct use of academic sources. The English Department is currently redesigning this course to better meet the learning goals and standardize key elements, including goals and assessments.

**Appendix One:
DRAFT CAS First-year Curriculum Map
March 2016**

Table 1: Foundational Courses Mapped to Gen Ed Outcomes for Foundational Skills Area













PROGRAM LEARNING OUTCOMES FOR GENERAL EDUCATION FOUNDATIONAL SKILLS AREA				
Students who successfully complete the Foundational Skills portion of the General Education Program will be able to:				
PLO #1	PLO #2	PLO #3	PLO #4	
Students will develop their abilities to read, understand, and analyze texts.	Students will develop their abilities to communicate effectively in speech and in writing.	Students will develop their abilities to understand and use quantitative reasoning to solve problems.	Locate, evaluate, and synthesize information in the construction of knowledge	
For each course, indicate each PLO(s) that the course fulfills.				
CRS 100S: Critical Reading Seminar				
CRS 101: Critical Reading Seminar				
ENGL 105 and 105S: Introduction to College Composition				
MATH 102: College Algebra				
MATH 108: Finite Mathematics				
MATH 109: Foundations of Mathematics				

Table 2: Assessment Plan for Foundational Courses in Reading and Writing







<p><u>Students who successfully complete CRS 100S and CRS 101 will be able to:</u></p> <p>SLO #1: Use context clues to define unfamiliar words</p> <p>SLO #2: Use their background knowledge and information from the text to make inferences</p> <p>SLO #3: Analyze paragraphs for the main idea and supporting details</p> <p>SLO #4: Discriminate between facts and opinions</p> <p><u>Students who successfully complete CRS 101 will be able to:</u></p> <p>SLO #1: Explore and develop your own values through the study of and response to a variety of academic texts</p> <p>SLO #2: Develop confidence as readers and writers</p> <p>SLO #3: Actively read, summarize, and analyze texts</p> <p>SLO #4: Articulate and support an argument</p> <p>SLO # 5: Write clearly, logically and with attention to audience</p> <p><u>Students who successfully complete ENGL 105/105S will be able to:</u></p> <p>SLO #2: Write academic papers that have a clear sense of audience and purpose, as well as a developed central claim</p> <p>SLO #2: Structure your writing with a special focus on paragraph development, transitions, and overall coherence</p> <p>SLO #3: Generate detailed and effective support for your main ideas</p> <p>SLO #4: Write clear, grammatically-correct prose with appropriate word choice and sentence structure</p>						
Identify each course in the area; indicate which student learning outcome and how it will be measured in the current assessment cycle						
COURSE NAME	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	HOW THE GOAL WILL BE MEASURED AND ASSESSED
CRS 100S						This outcome will be measured through a review of students' scores on quizzes based on identifying main idea and supporting detail. Students' scores on the reading test that covers main idea and supporting detail will also be used to measure attainment of this skill and items on the final exam will be utilized to measure attainment as well
CRS 101						We intend to evaluate a sample of two assignments—Summary #1 and Summary #2—from each section of the CRS 101 pilot course that was taught in fall 2015 and spring 2016. We are still finalizing our evaluation tool, but we intend to create a rubric that will evaluate our students' summaries based on purpose, content, paraphrase technique and documentation.
ENGL 105/105S						We'll be measuring this by evaluating a random sample of student work, specifically one paragraph (the first body paragraph) from the final graded assignment of the semester. We'll use the standard Paragraph Rubric for the course to assess three areas: Concept/Purpose, Connections/Organization, and Evidence/Content.

Table 3: Assessment Plan for Foundational Courses in Math

STUDENT LEARNING OUTCOMES FOR FOUNDATIONAL COURSES IN MATH										
<p><u>Students who successfully complete MATH_102 will be able to:</u></p> <p>SLO #1: Plot points and equations and interpret information using the rectangular coordinate</p> <p>SLO #2: Solve linear and rational equations in one variable</p> <p>SLO #3: Use mathematical equations to model real-life problems</p> <p>SLO #4: Perform operations with real and complex numbers</p> <p>SLO #5: Solve quadratic equations by factoring, completing the square, and by the quadratic formula</p> <p>SLO #6: Solve radical equations, equations with rational exponents, and equations involving absolute value</p> <p>SLO #7: Use function notation and identify the domain and range</p> <p>SLO #8: Solve systems of linear equations in two or three variables</p> <p>SLO #9: Solve systems of inequalities and graph the solutions</p> <p><u>Students who successfully complete MATH_108 will be able to:</u></p> <p>SLO #1: Master the skills of reasoning, estimating, and problem solving</p> <p>SLO #2: Use ratios, rates, and proportional reasoning in context</p> <p>SLO #3: Understand the basics of set theory, number theory, and logic</p> <p>SLO #4: Operate within and between different measurement scales including unit conversion and dimensional analysis</p> <p>SLO #5: Model real world problems using linear equations & inequalities, quadratic equations, and systems of equations</p> <p>SLO #6: Understand and apply fundamental principles of counting, probability and statistics</p> <p><u>Students who successfully complete MATH_109 will be able to:</u></p> <p>SLO #1: Gain familiarity of personal finances including budgets, bank accounts, and loans</p> <p>SLO #2: Use and interpret numbers in many forms including percentages and index numbers</p> <p>SLO #3: Solve problems using unit analysis and conversions between standardized units</p> <p>SLO #4: Understand and apply fundamental principles of probability and statistics</p> <p>SLO #5: Model real world problems using both linear and exponential equations</p> <p>SLO #6: Apply mathematical concepts to the investigation of political practices</p>										
Identify each course in the area; indicate which student learning outcome and how it will be measured in the current assessment cycle										
COURSE NAME	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6	GOAL 7	GOAL 8	GOAL 9	HOW THE GOAL WILL BE MEASURED AND ASSESSED
MATH 102										The objective to be measured is several of the homework assignments is in quizzes; also certain exam questions relate to the objective being measured.
MATH 108										The objective to be measured is several of the homework assignments is in quizzes; also certain exam questions relate to the objective being measured.
MATH 109										We will analyze select problems on tests and exams, homework, quizzes and projects. We also use a pre-test to benchmark student performance.

Assessment Template, Draft
March 2016

Note: this structure will be translated into a preformatted document template.

Both Math and Reading & Writing will produce an area report including data and analysis from all courses in that area. The Associate Dean will produce an overall report for first year courses overseen by the Dean's office.

- I. **Introduction** (1/2 page; provided by Dean's office). Includes overview of CAS strategic goals and their relationship to the assessment reporting process. Two primary goals of assessment reporting:
 - Pass/Fail/Withdraw (PFW) rates and how they are linked to future success and previous Accuplacer scores)
 - Assessment of 1-2 learning outcomes in a given course in order to understand if students are learning what we want them to know

- II. **Dashboard Overview for each area (Math, Reading & Writing)** (see sample below)
 - Course name
 - N enrollment
 - Pass rate (n & %)
 - Withdraw rate (n & %)
 - Fail rate (n & %)
 - Accuplacer mean for students who passed
 - Abandon rate (n & %)

- III. **Discussion of Dashboard** (<1 page). This discussion is an executive summary that identifies important trends in the dashboard data.

- IV. **Learning Outcomes Assessment** (<1 page). This discussion identifies the selected outcomes for assessment and provides a brief discussion of key findings. Includes curriculum map linking Gen Ed goals, student learning goals, and measures of student learning.

- V. **Recommendations and Action Plan** (<1 page). Identifies specific plans for continuous improvement of curriculum and instruction based on assessment findings.

- VI. **Appendix**. Collects evidence, data, supplemental analysis and other supporting documentation for the report.

Example 1: Sample Math Area Dashboard

ID	Course Name	N	Pass		Withdraw		Fail		Accuplacer to pass*	Abandon Rate**	
			#	%	#	%	#	%		#	%
MATH 102	College Algebra	45	25	56	14	31	6	13	TBD	2	4
MATH 108	Finite Mathematics	114	67	59	17	15	30	26	TBD	14	12
MATH 109	Foundations of Mathematics	119	48	40	18	15	53	45	TBD	16	13
Overall		278	140	50%	49	18%	89	32%	TBD	32	12%

* **Accuplacer to pass:** indicates the mean Accuplacer score for students who passed the course.

** **Abandon rate:** indicates students who did not sit for the final exam [need to clarify what this means for R/W] but remained on the roster at the end of the term.

*** **AY 14-15** includes both Fall 2014 sections but only 1 of the 3 Spring 2015 sections.

Example 2: Sample Dashboard for MATH 109

ID	Course Name	N	Pass		Withdraw		Fail		Accuplacer to pass*	Abandon Rate**	
			#	%	#	%	#	%		#	%
109/1	Foundations of Mathematics	24	12	50	2	8	10	42	TBD	5	21
109/2	Foundations of Mathematics	25	3	12	4	16	18	72	TBD	5	20
109/3	Foundations of Mathematics	26	8	31	6	23	12	46	TBD	6	23
109/4	Foundations of Mathematics	22	13	59	2	9	7	32	TBD	5	23
109/5	Foundations of Mathematics	22	12	55	4	18	6	27	TBD	6	27
Overall		119	48	40%	18	15%	53	45%	TBD	27	23%
AY 14-15***	Foundations of Mathematics	63	43	68	5	8	15	24	TBD	6	10
AY 13-14	Foundations of Mathematics	90	58	64	13	14	19	21	TBD	10	11

* **Accuplacer to pass:** indicates the mean Accuplacer score for students who passed the course.

** **Abandon rate:** indicates students who did not sit for the final exam [need to clarify what this means for R/W] but remained on the roster at the end of the term.

*** **AY 14-15** includes both Fall 2014 sections but only 1 of the 3 Spring 2015 sections.