

FINAL REPORT

Core Review Committee

Final Report

Appendix A

[Appendix A CRC timeline.xls](#) (24.5 Kb)

Timeline of Core Review Committee activities, including faculty involvements and Academic Senate and Faculty Assembly reports.

Appendix B

[Appendix B CRC membership.xls](#) (24 Kb)

Core Review Committee membership, by semester, from 2004-2008.

Appendix C

[Appendix C Core Review Charge.doc](#) (34.5 Kb)

Charge to the Core Review Committee from the Academic Senate.

Appendix D

Senate reports and items approved by the Academic Senate.

Appendix E

[Appendix E Core at AJCU schools.doc](#) (61 Kb)

Brief descriptions of Core requirements at all the other AJCU institutions.

Appendix F

[Appendix F Core course sequence and completion.xls](#) (102 Kb)

The data in this Excel Workbook shows the actual sequence of Core course completion for students from the Class of 2007. There is a tab of "raw data" and then a series of charts drawn from the data that show when various Core courses were completed by the Class of 2007.

Appendix G

[Appendix G Portfolio Summaries.pdf](#) (309.668 Kb)

This pdf file contains summaries from the Core portfolio project. This includes student summaries as well as the summaries and comments from faculty mentors for the project.

Appendix H

Items from student and faculty surveys prepared and administered by the CRC.

Appendix I

[Appendix I Core Related Survey Questions.xls](#) (199 Kb)

This contains an Excel Workbook with response data from Loyola students to nationally-normed and college-wide surveys with questions related to the Core curriculum.

Appendix J

[Appendix J Ongoing Core Review.doc](#) (52 Kb)

This presents a proposed framework for ongoing Core review.

The Final Report from the CRC

[Final Report CRC.doc](#) (209.5 Kb)

The body of the final report including recommendations from the CRC.

**THE FINAL REPORT
FROM THE**

**CORE
REVIEW
COMMITTEE**

Working From and Toward a Shared (Core) Curriculum

REPORT OF THE CORE REVIEW COMMITTEE TO THE ACADEMIC SENATE JANUARY 2008

INTRODUCTION:

This is the final report of the Core Review Committee, jointly appointed by the President and the Academic senate in the fall of 2004. It addresses the final phase of our work, and is not intended as a synthesis of everything the committee has done in the past four years. The committee's web site includes a calendar of all our activities since our inception, as well as our previous reports and some of the data on which we have relied. We have also attached several appendices to this report. We hope they will provide background to new members of the community as well as a reminder for veterans.

While this report is only a partial record of the committee's work it contains what we think is the single most important conclusion and recommendation we have reached—a single project for the immediate future. We here propose ways for faculty, students, and administrators to learn the rich heritage of the curriculum we share, to candidly recognize what we are not accomplishing, and to work toward a curriculum we can all share.

During the academic year 2006-07 the Core Review Committee undertook a systematic assessment of the extent to which the core curriculum was addressing the undergraduate learning aims. It should be remembered that these learning aims were originally approved by the Academic Senate as learning aims for the institution as a whole. They were therefore originally intended to apply both to core and major curricula, and to co-curricular and extra-curricular activities as well. They described the intent of the complete educational experience at Loyola, and echoed the mission statement to educate students to "learn, lead, and serve in a diverse and changing world."

When the Core Review Committee members examined these aims in relation to the core, we proposed three basic principles. First, if the core curriculum was genuinely the core of undergraduate education at Loyola and not merely a set of general education requirements, then the core perforce had to address the undergraduate learning aims *in toto*. Second, in arranging the learning aims the Senate identified nine broad areas of attention, and grouped more specific aims under those general areas. The specific aims are a mix of knowledge, skill, and dispositional aims and are therefore not equally well addressed in classroom. It is arguably true, however, that a classroom component exists for each of the nine broad aims, and the committee encouraged the faculty to consider the role the core curriculum could play in addressing this component. Third, it seems clear that the learning aims are to be taken as a whole in describing the distinctive character of the Jesuit education Loyola College provides. They are interrelated, and thus properly dealt with together. One can be led naturally from considerations of faith and mission, to questions of justice and society's responsibility for the least advantaged, to issues of diversity and wellbeing. Alternatively, one could be led from an examination of the

qualities of leadership, to an examination of diversity or *eloquentia perfecta*, or from questions of well-being to considerations of aesthetics or faith and mission. There are many paths through this net of aims. And while no course in the core can possibly address all the learning aims, the core as a whole can make a significant contribution to this interconnected educational experience.

With this understanding, the Core Review Committee recommended that the undergraduate learning aims be adopted as the learning aims of the core. The Academic Senate approved this recommendation.

The Committee, following its charge from the Academic Senate, then undertook an examination of the extent to which the core curriculum was meeting these learning aims. As the Committee undertook this assessment, we needed to keep in mind several qualifications on what we were doing. We think the Senate and others who consider this report need to bear these caveats in mind as well. First, a student's educational experience is, from the very beginning, a mixture of core, major, perhaps minor, and elective courses all undertaken in the overall educational atmosphere provided by the college, and aided and reinforced by a wealth of educationally enriching experiences available outside the classroom. To separate out the particular contribution the core makes to any given educational aim is thus difficult at best. Second, our assessment of the undergraduate learning aims at work in the core curriculum as a whole took place in the spring of 2006. Learning aims for the divisions within the core were under discussion throughout academic year 2006-07. The aims have yet to be widely promulgated. This undoubtedly affects student awareness. Third, the instruments the Core Review Committee used to evaluate the current success of the core are crude, open to critique, and in need of refinement. The results can be interpreted in a variety of ways, including the observation that they are too flawed to be meaningful. But we thought it was necessary to start somewhere. (Some data is better than no data at all.) Fourth, in so far as they provide useful information, the instruments nevertheless give us only a snapshot of the state of the core. Additional longitudinal studies using pre- and post-tests along with follow-ups would be necessary to begin to assess ongoing improvement and success. Ideally (although unrealistic), it would be beneficial to have built-in control groups so that valid comparisons could be made between those students who were exposed to the core and those who were not. Fifth, we are acutely conscious of the differences between direct and indirect evidence of success, and of the difficulty in obtaining direct evidence for many of the learning aims. We determined that the best we could do to amass direct evidence in the short term was to enlist students in a pilot portfolio project. We are conscious of the effect that the portfolio process has on students' interpretation of the artifacts they collect. We are also conscious that students self-selected for this project, both in their initial volunteering and in their ultimate completion of the project. This probably biases the results in favor of the success of the learning aims. For indirect evidence we relied on an on-line survey, voluntarily completed by both faculty and students. While we had hoped to gain information from the NSSE/FSSE surveys in which the College participates, little of that data proved to be germane to the evaluation of the core, separate from the overall undergraduate experience. In the case of our on-line surveys, we are conscious of the bias possible from a self-selecting sample, although

unlike the portfolio project, the selection bias here probably favors those with strong feelings about the core, both positive and negative. In preparing this survey, we relied on the formulations of the learning aims (and sub-aims) originally approved by the Academic Senate. We did not spend much time trying to adjust them toward classroom-appropriate aims. Thus several questions ask about attitudes, behaviors, or dispositions upon which a curriculum might not be expected to have much influence. Sixth, we realize that a complete assessment of the success of the current core should include comparable surveys and even portfolios from many of the men and women who have graduated from Loyola, and perhaps also in some cases surveys of parents and employers. We have merely taken some small steps in assessment, hoping that the lessons learned here can be integrated into larger assessment efforts in the future. Nevertheless, even given all these caveats, we still think that significant information can be gleaned from this work.

THE STUDENT SURVEY:

The student survey was conducted during the Spring Semester 2007. It was an on-line survey consisting of 40 questions relating to the undergraduate educational aims. Questions within the survey addressed either directly or indirectly all nine of the aims, although for presentation purposes we have grouped responses under six headings: Intellectual Excellence, Faith and Mission, Social Justice, Leadership, Well-Being, and Aesthetics. Questions relating to critical understanding and *eloquentia perfecta* are included in Intellectual Excellence, and those relating to diversity appear in Social Justice and Leadership.

Seniors	95
Juniors	76
Sophomores	95
Freshmen	168
Total	434

Because, at least in the ideal, the effect of the core is cumulative, the responses from upperclassmen will be more informative than those from freshmen. At a maximum freshmen had completed 5 core courses when they filled out the survey.

We have examined the response data in two ways—by looking at mean response value by class year, and by looking at percent of responses that were either "agree" or "strongly agree" by class year. We have also paid attention to student comments, and have tried to classify them as positive or negative where possible. Approximately 98 students wrote comments, or about 25% of those who completed the survey. Twenty-three comments were on balance positive and forty-eight on balance negative, with the rest difficult or impossible to classify. Many students criticized the design of the survey itself, reflecting the Core Review Committee's understanding of the limitations of the instrument.

The following chart shows the percent of "agree" and "strongly agree" responses by class year.

#	UNDERGRADUATE LEARNING AIMS	SR	JR	SO	FR
1	Evaluating claims based on documentation and coherence	65.8	63.2	50.7	50.0
2	Relate material to other disciplines	75.3	77.4	71.6	78.1
3	Interest in pursuing new ideas	64.9	71.4	68.9	70.3
4	More intellectually curious	57.9	48.4	52.1	33.1
5	Use information technology	39.0	34.4	39.7	31.1
6	Improved math skills	11.4	19.4	34.2	29.1
7	Improved writing skills	65.8	64.1	60.8	69.8
8	Improved public speaking skills	29.9	17.7	43.7	32.2
9	Improved foreign language ability	46.1	40.3	56.2	60.7
10	Understanding relation between religious faith and rational argumentation	55.3	49.2	50.7	39.1
11	Understanding relation between religion and science	50.0	47.5	50.0	42.7
12	Understanding Jesuit mission	61.8	55.6	57.1	61.6
13	Think more deeply about religious faith	56.0	60.7	38.9	46.8
14	Better explain my fundamental religious beliefs	40.0	43.8	30.0	40.6
15	Deepen sense of solidarity with disadvantaged	31.1	34.9	32.4	45.9
16	Recognize inherent value and dignity of each person	48.0	32.3	47.1	56.4
17	Understand what it means to live in a diverse and changing world	42.5	41.3	58.6	56.9
18	Think about issues of privilege	58.7	41.3	66.7	61.0
19	Examine issues of poverty and social injustice	46.1	33.9	50.0	56.7
20	Examine issues of human rights	48.0	27.0	50.0	52.5
21	Greater commitment to work to reduce social, educational or economic inequality	36.8	26.6	45.8	47.9
22	Increase perception of society's responsibility to reduce social, educational, or economic inequalities	53.3	33.3	56.9	54.9
23	Understand strength and capabilities as leader	41.3	46.0	50.7	48.0
24	Assume responsibility to use leadership strengths for common good	37.8	39.1	38.4	55.9
25	Develop willingness to act as agent for positive change	42.7	35.9	54.2	60.0
26	Develop abilities to work with others	64.5	57.8	68.9	66.7
27	Awareness of talents I have that can contribute to the development of a just society	51.4	48.3	62.9	66.1
28	Understand the ways in which people become responsible leaders	43.1	38.7	48.6	58.3
29	Enhanced awareness of development of my whole being—mind, body, spirit	61.3	47.6	54.1	60.8
30	Importance of balancing care for self and others	47.9	50.8	57.5	60.8
31	Importance of productive and responsible use of leisure time	36.5	41.3	52.9	68.8
32	Developed understanding of what it means to lead a meaningful life	38.4	50.0	48.6	60.0

33	Contributed to appreciation of beauty of natural world	48.6	37.1	55.4	46.2
34	Contributed to appreciation of man-made beauty	50.0	41.9	51.4	40.5
35	Improved ability to observe natural world	49.3	40.3	51.4	48.3
36	Improved ability to observe human constructed world	57.5	49.2	62.0	47.9
37	Improved expression of appreciation of beauty	37.8	40.6	47.1	35.0
38	Deepened understanding of what makes things beautiful	44.6	38.1	42.9	41.3
39	More likely to visit art museum, go to play, etc.	48.6	47.6	56.3	51.2
40	More likely to read a work of literature	49.3	43.5	52.1	46.0

There are some interesting observations that we can make with these data. Many of the questions relating to Intellectual Excellence (including critical understanding and *eloquentia perfecta*) show that students think they are improving in this area. Notable exceptions are math skills, foreign language skills, public speaking, and the use of technology for information. Note that freshmen give somewhat higher scores to improvement in math and language skills, perhaps because these are courses taken early in a college career. Skills like these decline without practice.¹ Some faith and mission questions (#10,12,13) receive fairly high ratings from upperclassmen, which is perhaps related to the fact that theology courses are routinely taken late in a student's career (although #12, understanding the Jesuit mission, is fairly high across all classes). Paradoxically, while 56.0% of seniors and 60.7% of juniors say the core helped them think more deeply about religious faith, only 40.0% of seniors and 43.8% of juniors thought they could better explain their fundamental religious beliefs.

On the other hand, questions having to do with leadership, commitment to justice, diversity and aesthetics received relatively low scores. Upperclassmen perceive the core as having little effect on their sense of solidarity with the disadvantaged (#15), on their commitment to reduce social injustice (#21), or on their willingness to act as agents for positive change (#25). They do think that the core has improved their ability to work with others (#26), but they don't seem to consider this evidence of their growing leadership ability. On the social justice questions, freshmen scored significantly higher, (i.e., more likely to have agreed), which may suggest a positive change taking place here.

Questions related to well-being produced interesting results. Seniors respond positively to awareness of development of the whole person (#29), but much less positively to balancing care for self and others, to responsible use of leisure time, and to understanding a meaningful life. Also, with the exception of #29, the well-being questions show a negative trend from freshmen to seniors. Whether these data too speak to a positive change among new students, or a growing disillusionment as students advance, cannot be determined without longitudinal studies.

¹This is a troublesome observation, made somewhat more troublesome by the fact that the faculty survey [see below] is less pessimistic. At the very least, the College needs to look more carefully at the commitments it wishes to make to these skills.

The questions that can broadly be classified as "aesthetics" (#33-40) suggest that students don't see the core as contributing significantly to their appreciation or understanding of human-constructed or natural beauty. Sophomores and seniors responded that their ability to observe the human-constructed world had improved, but all four classes gave relatively low ratings to questions about the expression of an appreciation of beauty (#37) and about understanding what makes things beautiful (#38). Close to half the students were inspired by the core to increase activities like visiting art museums, going to concerts, or reading literature.

We are conscious that differences among classes may represent cohort differences which are independent of their core experience, or these differences may represent differences in the core, or some combination of both. We are also conscious that students are viewing the core from different places in their academic career. Again we would need more data, especially longitudinal data, to sort out these different interpretations.

In order to determine whether or not seniors were seeing particular items on the survey as tapping distinct content areas versus seeing particular items on the survey tapping more general areas a principal component analysis was conducted using SPSS 15.0.² Results revealed that the seniors were responding to the 40 item survey as though there were six domain areas. These six areas may be labeled using the most "important" item for each domain.

Domain 1 - The core has led me to examine critically issues of poverty and economic injustice in our society.

Domain 2 - The core has helped me to assume the responsibility to use my leadership strengths for the common good.

Domain 3 - I am more intellectually curious than I was before taking my core courses.

Domain 4 - The core has contributed to my appreciation of man-made beauty.

Domain 5 - The core has contributed to my ability to think more deeply about my own religious faith.

Domain 6 - As a result of the core I am more likely to read a work of literature.

The above domains are not surprising given that the survey was designed to tap these areas of the Educational Aims. What is of interest is with what domain or domains did certain items of the survey tend to be associated. For instance, Survey item #13 [The core has contributed to my understanding of the Jesuit mission to teach, learn, lead and serve for the greater glory of God] tended to be categorized with Domains #1, #2, and #5. That is, when seniors agreed (or disagreed) with this item they also tended to agree (or disagree) with the items that made up Domains #1, #2, and #5. Another instance occurred with item #12 [The core has contributed to my understanding of the relation of religious and scientific truths]. When seniors agreed (or disagreed) with this item they also tended to agree (or disagree) with Domains #1, #3, and #5. In addition, as another example, item 40 [As a result of the core I am more likely to visit an art museum, go to a play, listen to classical music, or watch an art film] was connected to Domains #1, #2, and #6. What

²SPSS, originally called Statistical Package for the Social Sciences, is a software package designed to perform sophisticated statistical data analysis.

this possibly suggests is that our senior students (at least those that participated in the survey) see connections (whether they are cognizant of it or not) among different educational aims that may not be so intuitively obvious to them or to the faculty that are teaching them. Informing the faculty of some of these associations may contribute to the integration of Loyola College's educational aims.

THE FACULTY SURVEY:

We prepared a somewhat modified version of the student survey and asked faculty to respond to it. Not all of the questions asked of students were also asked of faculty. The table below retains the numbering of the student survey so the missing questions can be identified easily. A total of 66 faculty who teach in the core, and 23 who do not completed the survey. Here again we are conscious of the crude nature of the instrument. A number of faculty answering the survey included written comments pointing to some of its weaknesses. As with the student survey, we thought we needed to start somewhere, but the conclusions to be drawn from this work are extremely tentative.

As with the student survey, the following chart shows the percent of "strongly agree" and "agree" responses from faculty who teach in the core and faculty who do not teach in the core.

#	UNDERGRADUATE LEARNING AIMS	Teach in core	Do not teach in core
1	Evaluating claims based on documentation and coherence	90.4	64.7
2	Relate material to other disciplines	71.0	47.4
4	More intellectually curious	78.3	80.0
5	Use information technology	50.9	13.3
6	Improved math skills	60.4	50.0
7	Improved writing skills	92.2	90.0
8	Improved public speaking skills	53.7	35.3
9	Improved foreign language ability	80.9	66.7
10	Understanding relation between religious faith and rational argumentation	63.5	64.2
12	Understanding Jesuit mission	55.5	50.1
13	Think more deeply about religious faith	66.7	33.3
15	Deepen sense of solidarity with disadvantaged	49.1	33.3
17	Understand what it means to live in a diverse and changing world	62.3	38.9
20	Examine issues of human rights	56.9	53.3
23	Understand strength and capabilities as leader	35.3	33.3
25	Develop willingness to act as agent for positive change	39.6	33.3

26	Develop abilities to work with others	66.6	35.3
29	Enhanced awareness of development of my whole being—mind, body, spirit	47.4	35.3
32	Developed understanding of what it means to lead a meaningful life	69.4	29.4
33	Contributed to appreciation of beauty of natural world	57.9	38.9
34	Contributed to appreciation of man-made beauty	76.3	25.0
38	Deepened understanding of what makes things beautiful	58.0	18.8
39	More likely to visit art museum, go to play, etc.	77.3	42.9
40	More likely to read a work of literature	84.7	61.1

There are some observations that can be made from these data as well. First of all, and most strikingly, faculty who do not teach in the core consistently rate the success of the core lower than faculty who do teach core courses. This may be the result of a natural reluctance to offer a judgment from afar, and a somewhat larger percentage of "neither agree nor disagree" responses shows up with the non-core faculty. Written comments suggest as well that faculty availed themselves of this neutral category if they didn't teach in the core, or if they thought the attribute being explored (leadership or religious faith) was not something the classroom could affect.

It is also interesting to look at agreement and disagreement between faculty and student perspectives. On the intellectual excellence questions (#1,2,4) students and faculty agree that the core is working. Note also that the faculty who teach in the core rated these questions much higher than did the students. That is, faculty perceptions of the core and student perceptions of the core are not isomorphic. More dramatically, the faculty think the core is much more effective with math skills, public speaking skills, and foreign language ability (#6,8,9) than students do. On the other hand, students tended to think the core was a bit more successful in providing an understanding of the Jesuit mission than the faculty (#12) (although the difference is not great), developing a willingness to act as an agent for change (#25) (this is more true for freshmen and sophomores), and promoting an enhanced awareness of development of whole being (#29)(especially for freshmen and seniors) than the faculty believe. Faculty also think students are far more interested in literature (#40) than students do. These similarities and differences among and between faculty and student perceptions suggest a need for ongoing conversation among and between faculty and students about these perceptions.

THE PORTFOLIO PROJECT:

The Core Review Committee also conducted a pilot student portfolio project during the 2006-07 academic year. The project was directed by Dr. Suzanne Keilson, with considerable assistance from Dr. Peter Rennert-Ariev and Dr. Cinthia Gannett. The aims of the project were threefold: to provide some direct evidence to assess the core; to pilot a

portfolio process; to provide an opportunity for reflective practice. Calls for participation went out to all faculty and the sophomore, junior and senior students. We received over 100 inquiries from the students and had a large group meeting for all interested students in the fall of 2006. A total of 64 students were assigned faculty mentors and 22 students completed a portfolio. All of those students received a small stipend of \$250. They were asked to include a final reflection in their portfolios, and 21 final reflections were produced. Approval for this project was sought and granted by the Human Subjects Review Committee.

About a dozen faculty expressed interest in being a faculty mentor. Eight agreed to be mentors and seven completed the project, each with typically 2 or 3 students. Those seven faculty also wrote reflections of the process and the meetings.

Upon completion of the portfolio project, several student participants met with several members of the Core Review Committee to discuss the project and offer their informal impressions. Students agreed that the task of finding artifacts that demonstrated success in each of the learning aims was more difficult for some than others. Intellectual Excellence and Critical Understanding were the easiest, and papers and examinations provided readily available evidence. Leadership, Well-being, and Aesthetics proved to be the most challenging aims, although students found some surprising and interesting approaches to these topics. One student, for example, cited as evidence of well-being a Business Ethics class in which *Fast Food Nation* was discussed. Students also noted that, while it was difficult to find artifacts for some aims, the aims had been addressed in class discussions and other class activities.

Students found the experience of preparing a portfolio to be extremely worthwhile, and to give them an opportunity to see the integrative aspects of the core. Many felt that both the core and their overall education at Loyola emerged in a more favorable light as a result of this exercise. This led them to wonder whether a version of this project might be appropriate at the end of the first year, or as a capstone project, or as a reflection at the end of each class. The students also noted, though, that integration of the core occurs in the individual student. They further noted that there can be an integration between academics and other aspects of college life—work on the Honors Council, community service, etc. If the core could encourage that integration it would help build community on campus.

Students commented on the importance of being well-rounded as they moved out into the work-world and how the core apparently gave them a competitive advantage here. They talked about making presentations at student conferences or going to job interviews and knowing that they could present themselves better than many of their peers from other institutions because of the breadth of their education. One student noted that the core curriculum made it easier for her to converse with adults.

We asked the students to talk about what the Jesuit character of the school meant to them. They thought it represented a higher learning level, an emphasis on being well-rounded and developing the whole person (which they thought was a goal of the liberal arts), and

a strong emphasis on service. They thought community was an important value and that the Jesuit spirit complemented everything they did. Some of them also noted that their best teachers had been priests.

While students were generally positive about the core, they had some significant criticisms. Some objected to the rigid structure of the core, particularly in the freshman year. They felt it was too much like a repetition of high school. Because first semester freshmen are assigned classes during summer orientation their interpretation is that they are told which classes to take rather than given a choice. If they have a bad experience in these classes—subject matter that doesn't interest them; professor who is not to their liking—this is attributed to the core. Others thought the constraints of the core (along with major, minor, and study abroad) limited opportunities to explore new areas. A student who wanted to study Italian chose instead to continue in Latin because that would enable him to complete the language requirement with two courses rather than four. Students wondered whether the core shouldn't be more flexible, or more driven by individual student interest.

When we turn from informal student comments to the final reflections in the completed portfolios, we find many of the same observations, comments, and critiques. One of the interesting observations students make is that particular artifacts seem to them to be applicable to multiple aims. While this is not particularly surprising, it highlights the fact that integration of the core has multiple dimensions—integrations of aims as well as integrations of courses, topics, readings, and so forth. (Imagine an assignment that asks a student to compare Aristotle and Mill on the nature of justice. Such an essay promotes intellectual excellence, critical understanding, *eloquentia perfecta*, aqñ intellectual foundation for the promotion of justice, and perhaps also the nature of social and individual well-being.)

Participating in the project made many students aware of the educational aims for the first time. Faculty had not discussed the aims with them, nor had they for the most part pointed out which aims a particular course was designed to address. Once they were aware of the aims, they could see how particular assignments in specific courses related to those aims. If what we want is student consciousness of what the faculty intends the core curriculum to give them, then we need to tell them.

One student wrote: "My experience with the core curriculum at Loyola College shows that it is able to successfully integrate each of the learning aims into a whole. Different classes have addressed different learning aims, and by the completion of the core requirements I have a collection of experiences which show my exposure to almost all of the learning aims. Through this project I have found that not only have I been exposed to these learning aims once, but many times I learned several of these aims together and in multiple classes."

In evaluating conclusions such as this one, we need to be cognizant of the fact that these students spent considerable time on this project with little remuneration, and it would be dissonant for them to think it was a waste of time. Even with this caveat in mind,

however, the project seems to have been beneficial both for our committee and for those students who participated in it.

We would encourage the academic community to read some of these portfolios because they provide some valuable insights into the ways in which the core curriculum is addressing the undergraduate learning aims, and the ways in which our students are growing and benefiting from the core curriculum. They also help to identify areas where additional work remains to be done. They are available from Dean Buckley's office.

CONCLUSIONS AND RECOMMENDATIONS:

The Core Review Committee has spent the summer and fall of 2007 examining the results of the student and faculty surveys and the pilot portfolio project, and discussing and debating what we have learned about the state of the core curriculum at Loyola, and what recommendations we should make for its continuing improvement. Our discussions have focused on four areas, which we believe are interconnected and need to be treated together. First of all, we think that courses in the core need to be more self-conscious and explicit about the learning aims they are designed to address. Second, we think that increased attention needs to be paid to the integration of the core, so that students and faculty both are aware of cross-disciplinary ideas, discussions, and applications. Third, we think that innovation in the core needs to be monitored and assessed, and that an ongoing core assessment project needs to be undertaken by the Undergraduate Curriculum Committee. Fourth, we have considered the question of the size or what some refer to as the "rigidity" of the core, although there are good reasons for postponing this discussion.

1) Learning Aims

Many of us would argue that the approval by the Academic Senate of overall learning aims for the core and specific divisional learning aims was a significant step, the implications of which should not be overlooked. But when we look at our assessment data, we find that students report that they are unaware of the undergraduate learning aims, and are frequently unable to connect these aims with activities within the core. Those engaged in the portfolio project, however, find interesting artifacts from their core courses which demonstrate engagement of the aims, often in surprising ways. The modest conclusion one can draw from this is that many of the aims remain implicit within the core curriculum rather than absent from it. This should not be surprising, given the developmental history of these aims. The suggestion to apply the complete set of undergraduate learning aims to the core curriculum was first made by this committee in its report to the Academic Senate in October 2005. The recommendations were adopted by the Senate the following semester. They have only been on the books, so to speak, as aims for the core during the 2006-07 academic year, the same year we were asking students whether they found evidence for them in their experience of the core. So we should not be surprised that our students are not aware of the learning aims of the core.

We therefore strongly recommend that departments and faculty teaching in the core should give careful thought to which of the aims can be addressed within their departments and individual classes, and to how they will be addressed. We note again that only a sub-set of the nine overall learning aims needs to apply to an individual course within the core curriculum, but we would encourage departments and individual faculty to pay particular attention to those aims which might not seem at first blush to be academic (aims like leadership and well-being) and to find creative ways to incorporate them into the curriculum.³

While individual faculty will differ on pedagogical approaches, specific reference to learning aims might reasonably appear in the syllabus, and instructors might reinforce their relevance with explicit reference during classroom activities. We also think written reflections by students prompting them to connect core experiences to their ongoing development and understanding of the core would be worthwhile. This written reflection could take the form of short/informal in-class reflections, a reflection attached to a formal assignment in the course, or an integrative summative reflection across the whole course. These reflections might be considered in upper division courses as well as core courses. Such reflections would have the added advantage of providing some ongoing evidence of improvement within the core curriculum.

Members of the faculty and administration should work together to develop and support a constellation of faculty development experiences designed to promote inquiry into the core and undergraduate learning aims, and designed to generate substantive curricular and pedagogical applications for core courses. These may include discrete faculty development opportunities like Faculty Teaching Workshop, the Ignatian Pedagogy Seminar, and the Diversity and Portfolio Workshops, but should also include on-going support for activities that encourage innovative teaching such as semester-long learning circles or interdisciplinary reading groups. The emphasis on service learning needs to be continued and expanded, and there needs to be increased emphasis on developing writing, numerical literacy, and empirical social consciousness across the curriculum.

2) Integration of the Core

We are a long way from the sequenced core curriculum of the early 1980s whose backbone was integrated History and Writing courses in the first year, followed by

³ We hope this will not descend into a trivializing discussion of whether the aims would have to be the same on every syllabus. Less important than verbatim repetition of this aims is that both students and colleagues (inside and outside a department) recognize substantive overlap between the Senate approved aims and the actual aims of core courses and sections. Novel ways of articulating "substantive overlap" (reviewed as part of ongoing review of the core [see below]) could, if they captured the minds and hearts of large numbers of faculty, lead over the long run to improvements in the articulation of the Undergraduate Educational Aims and the Core Purposes. These are issues that would have to be worked out between departments, the Dean, and the Undergraduate Curriculum Committee.

English and Philosophy in the second year, Theology in the third year, and Ethics in the Senior year. This partly explains why both faculty and students have questions about the "integration" of the core. On the other hand, we should not exaggerate the change. When we look at the enrollment patterns of students, we see much of the residue of this sequenced curriculum. [See Appendix F]

Student experience with the integration of the core is similar to their experience with learning aims. At first blush the core appears to them to be a set of discrete and disparate courses. When, however, they are asked to find connections among their classes, they are able to do so. We need to make that which is implicit explicit. This will help our assessment of the process. The experience of faculty teaching in the core is similar. When the occasion arises for faculty to compare notes on pedagogical technique and content, they discover a significant degree of overlap. Discussions prompted by the core review and initiated by the Center for the Humanities among faculty teaching the first humanities core courses show this quite consistently, as did the focus groups the Core Review Committee conducted at the start of its review. So integration, like some of the aims, remains implicit.

The committee believes that a conscious, explicit project of integration wherever possible within the core needs to go forward. Indeed, we think that, in conjunction with the adoption of the learning aims, this should be the central focus of attention for the foreseeable future. We recommend a three-pronged approach to integration, emphasizing faculty development, experiments in curricular innovation, and student development and reflection.

Here, as above, and perhaps more critically, we need to look at faculty development opportunities. We are encouraged by the fact that faculty teaching within the core seem to believe it is working. (Of the 24 questions on the core in the faculty survey, 20 have more than 50% of core faculty agreeing or strongly agreeing.) But even in this optimistic context it is difficult to see how integration could be mandated among core courses, other than by superficially requiring an overlap in required readings or topics. So faculty need the opportunity to explore together how their courses might overlap and interconnect. One possible suggestion is the creation of interdisciplinary reading groups for faculty teaching in the core. Texts appropriate to the goals of the core could be chosen, and faculty could receive release time to participate. We suggest release time because we are well aware of the demands placed on faculty time and resources during the semester. Depending on the scope of such an initiative, the cost could be great, but the benefits might be as well. We encourage faculty and administrators to work together on such initiatives.

Integration can also take place through curricular initiatives. For example, every student ordinarily should have taken at least one of the two core courses in English, History, Philosophy and Theology by the end of their sophomore year. Given the constraints imposed on core sequencing by different majors, this will probably require that no one of these courses can be taken in a single semester by many students. Faculty and administrators need to work together to integrate these courses in the first two years.

Another example of a way to accomplish integration is to encourage team-taught courses within the core. This goes on now, but additional efforts could be made to promote it. The preparation and execution of team-taught courses requires additional faculty time and effort, so appropriate incentives need to be worked out. We recommend that team-taught courses be encouraged within the core, and that such courses, when possible, be counted as satisfying multiple core requirements. For example, a student taking a course in Theology and Literature would fulfill the second core course requirement in both theology and English.

Another possibility is to expand the number of linked courses, on the model of Collegium, but with more attention to the relation of the subject matter of the two courses. An emphasis on the living-learning environment, as promoted by Collegium, would perhaps be in line with initiatives being considered at present for first year students.

When we are looking at possibilities for restructuring the core, we need to be mindful that the number of courses, the ways in which they are integrated, and the aims on which they are based do not "cause" student learning in and of themselves. The quality of the teaching within the courses and the ways that student engagement and inquiry are sustained probably have more of an impact than the structural arrangement of the curriculum *per se*. Nevertheless, student engagement and inquiry have been shown (especially through studies in cognitive psychology) to be enhanced when students have opportunities for self-assessment and self-evaluation.⁴ This self-assessment can take numerous forms, as discussed above. Written reflections, portfolio projects, capstone courses and experiences are all possibilities. We believe that in the short-term, a number of these pedagogical experiences need to be advanced. But most importantly, we believe that all new initiatives, all innovations, need to be monitored carefully and assessed critically. We have no pre-conceived notions of what might emerge from this emphasis on integrative experimentation, but we are hopeful that fruitful methods and practices will emerge.

3) Size of the Core

It is impossible to escape the question of whether the core is sized appropriately, and whether students have adequate freedom of choice within the core. But this is not a question easily answered. As Derek Bok has pointed out in *Our Underachieving Colleges*, there is no agreed upon metric for evaluating the effectiveness of the core curriculum, and alternative general education requirements, of varying sizes, can equally make the case (or fail to make the case) for their effectiveness. Bok does note that a genuine core curriculum, with rigidly prescribed courses, on the model of something like

⁴ Cf. Bransford, J.D., Brown A.L., & Cocking, R.R. (1999). How people learn: Brain, mind, experience, and school. Committee on Developments in the Science of Learning . Commission on Behavioral and Social Sciences and Education . National Research Council Washington, D.C. 1999: National Academy Press.

the great books curriculum at St. John's College in Annapolis, is the only curriculum that has a plausible argument for its effectiveness. So the questions of whether the core is too large, or too small, too rigid or too flexible, are difficult to answer, and, in the end, may be educationally irrelevant.

Nevertheless, we as a committee spent time examining some possible alternatives to the present core, and discussing the pros and cons of each option. We considered five possible alternatives. Many others might be proposed. We thought these served to illuminate the relevant areas of disagreement and debate. Those areas of debate can be characterized as follows: (1) There is nothing fundamentally broken in the core, so don't change it; (2) While the core is fundamentally "ok", it presents problems to special programs which the college has an interest in, and so should be modified to address those problems. (3) The core is too constraining, and students should be allowed a greater freedom of choice in their selection of courses. This fosters student responsibility but also requires increased faculty advising.

(1) There is nothing fundamentally broken in the core, so don't change it

This is the "if it ain't broke, don't fix it" argument. When students are asked, as they were in the portfolio project, to identify activities they participated in that reinforced or supported the learning aims they were able to identify them, sometimes in surprising places. While in the classroom the articulation of these aims is sometimes unsatisfactory and students are left wondering why they did this particular exercise or read this particular article, when you ask them to reflect back on their education, they see the aims echoing through their courses.

(2) While the core is fundamentally "ok", it presents problems to special programs, which the college has an interest in and so should be modified to address those problems

This suggests that divisions or schools within the university should be free to set different core curriculum requirements. There are a number of Jesuit schools that approach the core curriculum in this way. Gonzaga, for instance, has a core curriculum for the university to which individual colleges add requirements. If we were to adopt such a model, we would need to decide what the dividing lines were. Assuming that problem can be solved, the subsequent problem still remains of deciding which courses (or subject matters) constitute a liberal arts education and therefore to which courses, and in what quantity, a Loyola graduate should be required to submit. Because Jesuit education had traditionally favored the humanities (Ignatius studied at the University of Paris while the Italian Renaissance was transforming scholastic education), a significant proportion of the core curriculum is devoted to these courses. These courses also propose to address the undergraduate learning aims in a way that courses outside the humanities do not. (Cf. divisional learning aims in the humanities) We would need to show that liberal educational aims were satisfactorily met in a more narrowly pre-professional or professional curriculum, or that the balance of liberal and professional education was being maintained in a modified curriculum.

(3) The core is too constraining, and students should have the freedom to structure their own education and pursue their own interests

At a maximum, the core takes up half of a student's undergraduate education. That is too much. We should be encouraging students to explore new intellectual territories, and to be challenging themselves to go deeper into subjects in which they have an interest. For example, a humanities student with an aptitude for mathematics should have the freedom to pursue classes in linear algebra while at the same time completing major requirements in English or writing, or a foreign language. Conversely, a physics student should feel free to satisfy a taste for American history, or Renaissance philosophy.

But this brings us back to the purpose of the core, and the major, and electives, and also most significantly, to the role of advising in the educational life of a Loyola student. Are we confident that, given the choice, students would pursue courses that broadened them, that opened them up to new intellectual experiences? Will the English major take the course in mathematics, or the Business major the course in Shakespeare or colonial literature? Are we confident that better advising will accompany greater freedom in course selection?

With all this in mind, members of the committee were asked to evaluate five possible alternative options, again with the awareness that many other alternatives could be proposed:

(1) Leave the size of the core as is, but provide increased opportunities for individual students to reduce their core obligations.

This would recognize that the core imposes significant educational demands on our students at the same time that it placed increased responsibility on students to structure their educational careers in a realistic way. We have heard students complain that, for example, they can't take a pre-professional major like engineering or accounting, learn a new language, and study abroad. We have heard faculty object to the size of the core when their major requirements (including foundation and core courses) exceed four semesters of work. Let us realize, in our curricular design and in our advising, that there are limits to what one can accomplish in limited time. Certain curricular decisions constrain other curricular decisions. But talented students can take advantage of options. So we should place more emphasis on AP credit, and we should allow students to test out of some core requirements (like foreign language), and we should design more interdisciplinary courses that can double count for core curriculum requirements.

(2) Reduce the humanities requirements by making the second HS, TH, EN, PL courses distribution requirements, and requiring three courses rather than four.

There are details to work out here, but one model would be that students must take a second course in three of the four core humanities disciplines. The argument in favor of this would be that providing students with the opportunity to choose a free elective outweighs the benefit of an additional humanities course. The supposition here is that the

liberated course would truly be free, and that students would be encouraged to use it for intellectual curiosity, rather than electing for 'more of the same'.

On the other hand, it is hard to justify the selection of the humanities core for this reduction, other than by noting that the humanities have a larger share of the core than other divisions, and therefore are the natural target for reduction.

(3) Reduce the overall core requirement by three courses, and let students in consultation with their core advisors, select the courses to be eliminated.

This proposal would keep the current core requirements in place, but would give to students (in consultation with their advisors) three blank checks, as it were, to issue against any core requirement. Students would still have the same overall graduation requirements, so any courses not taken in completion of a core requirement would have to be taken as elective (or major⁵ or minor) courses.

The advantages of this proposal are its increased freedom for the student in course selection and its neutrality as to the subject matter no longer prescribed. But its strengths are also its weaknesses. Without additional constraints it is likely that non-science majors would use this liberty to forego math and science courses, and science and engineering majors would use it to forego humanities courses. There is a question whether such a result is compatible with our educational mission.

(4) A variant on this would be to reduce the overall core requirement by three courses, according to the current distribution of courses within the core. Thus, students could reduce their humanities requirements by two courses, and their natural/social science requirements by one course, again to be done in consultation with their core advisors.

This proposal makes it impossible for a student to simply opt out of the math/natural science requirement or the social science requirement.

Requiring that no two courses from the same discipline be deleted would ensure that no humanities discipline would be omitted.

(5) Set a minimum core requirement for the college, and allow divisions (schools) to modify additional requirements to suit the particular educational aims of each division (school).

The strong advantage of this proposal is that it addresses to fact that different schools, divisions, majors have different academic requirements, and that therefore the curricular pressures differ from major to major and division to division. One could imagine, for example, a model where ten courses (mostly in the humanities) were prescribed

⁵This would need to be worked out. We might want to insist that core course substitutes could not be major courses or major correlative courses.

throughout the university, and an additional five to eight courses were required according to school and discipline.

The disadvantage is that it weakens the idea of a shared liberal arts education that drives a Jesuit education. One would need to look very carefully at any proposed differences in curriculum, to be sure that short term professional interests were not being allowed to trump long term liberal arts interests. This proposal, perhaps more than the others, requires us to carefully delineate the duties of an ongoing core review committee, since any fracturing of the core needs careful oversight.

When we as a committee addressed these five options, we found the strongest support for leaving the core as it is for the present. Out of eleven committee members, seven of us strongly support maintaining the current size of the core; two strongly support reducing the core by one humanities course while four reported they would support this option, and two strongly supported modifying the core by school/division while two indicated they would support this option. The other two options received no positive endorsements. The most prudent course of action at this time, so we believe, would seem to be refraining from taking action on the size of the core, while allowing a period of experimentation on integrating the learning aims into courses and integrating the core (as described above) and evaluation (as described below). As we try things over the next several years, successes with innovations may offer clearer guidance for a direction of change, or more conclusive evidence on the satisfactory nature of the present course.

4) On-going Core Review

What the Core Review Committee has recommended above is a period of innovation and experimentation. We think that the application of the undergraduate learning aims to the core and the subsequent development of divisional learning aims has provided for the core curriculum in an explicit way a direction and a purpose. At the same time, we see no groundswell resulting from this explication taking us in a particular direction. Rather we see certain segments within and without the core energized to act in interesting ways.

But if we are endorsing a period of innovation and experimentation at the course level, and the departmental level, and the divisional level, we must provide a mechanism for examining, evaluating, and endorsing or rejecting what results from that experimentation. Two structural changes seem to be demanded: (1) a faculty body needs to be engaged in the ongoing oversight of the core; and (2) there needs to be an administrative officer who is the point person making decisions about resource allocation and curricular initiatives.

On the first point we recommend that the Undergraduate Curriculum Committee be the body designated to undertake the ongoing review of the core curriculum. This is the logical body to undertake this task because the college-wide undergraduate curricular issues naturally and historically focus on the core. Departments have been free to modify major course offerings at will, provided that they did not impinge on the offerings of other departments and other majors, but any changes in departmental offerings to the core curriculum have come under the purview of the UCC.

Because of the importance of this continuing review, we recommend that the UCC revise its by-laws to articulate the criteria and process to be used for on-going core review, and to develop a calendar for such review. While we do not think that it is within our jurisdiction to modify the by-laws of the UCC, we offer in an appendix a proposed framework for such a review.⁶

ACTION ITEMS:

This report has described at length the steps our committee has taken to examine the core curriculum at Loyola, and the reasons we have arrived at our conclusions and recommendations. We have tried to provide a context for all our suggestions, believing that the rich detail of a prose narrative is more illuminating than a series of bullet-point recommendations. But perhaps it is necessary to suggest where the light of our prose needs to be directed. So, as summary, we offer to the Academic Senate a collection of action items. We think these can be brought to a vote. We expect the discussion before the vote to take into consideration the context this extensive report provides.

Here are the proposed action items:

1. Departments and individual faculty teaching in the core should make explicit to their students the learning aims to be addressed in their particular core courses.
2. Faculty should be strongly urged to design classroom activities to reinforce these aims, including, where possible, written reflections of one form or another.
3. The College should provide resources to support a constellation of faculty development experiences designed to promote inquiry into core and undergraduate learning aims, and designed to generate substantive curricular and pedagogical applications for core courses.
4. The College should similarly provide resources to enable faculty to develop integrative experiences within the core. These should include both faculty development initiatives and course development opportunities.

⁶ The Core Review Committee's 21 June 2007 report to the Academic Senate, entitled, "Aligning Student Learning Aims", summarized some problems that remained in aligning student learning aims (Undergraduate, Core, and Divisional). It is not always clear which aims are cognitive, behavioral, or dispositional; it is not clear whether the level of aims differ by specificity or whether they are complementary in some other way; it is not clear whether the length of some aims is a result of their complexity, or results from a lack of proper editing, or for some other reason. The Committee promised eventually to make "a recommendation on the next steps to take in solving these problems."

We hope that these "next steps" will happen quite naturally as departments and the Undergraduate Curriculum Committee engage in ongoing review of the shared core curriculum. We trust departments and the UCC will ask how well department and college-wide aims align with each other, and they will learn which aims are working well and which need to be revised.

5. Students ordinarily should have completed at least the first courses in English, History, Philosophy, and Theology by the end of their sophomore year. Writing should remain in the first year curriculum.
6. Team-taught courses involving faculty from different departments should be double-counted in fulfilling core requirements. Approval for such courses should rest with the respective departments.
7. Individual faculty should be free to teach core courses outside their department, with the express approval of the department responsible for the course in question.
8. Other integrative curricular models need to be developed (e.g. linked courses and living-learning communities for all freshmen).
9. At this time, there should be no changes in the size of the core, but opportunities should be offered to qualified students to fulfill core requirements in alternative ways (e.g. the double-counting of team-taught courses described above).
10. The assessment activities begun by this committee need to be continued, so that longitudinal data will be available for long-term assessment.
11. The Undergraduate Curriculum Committee should be charged with the on-going assessment of the core curriculum.
12. Administrative support, perhaps a dean-level position, needs to be created to oversee on-going core assessment, to encourage experimentation and distribute college resources appropriately, to monitor best practices nationally, and in general to be a champion for the core curriculum.

Appendices

[These items can be found on the Core Review Committee's Blackboard® Organization Site, called "Core Review Committee". All members of the Loyola Community can log in as guests to that site.]

- A. Timeline of Core Review Committee (CRC) related activities (2004-2008) (Excel Document. 1 page.)
- B. CRC membership (2004-2008) (Excel Document, 1 page.)
- C. Academic Senate Charge to the CRC (word Document. 3 pages.)
- D. CRC interim reports and Academic Senate approved documents:
 - a. Senate Report April 2005
 - b. Senate Report September 2005
 - c. Senate Report November 2005
 - d. Core Purposes: Approved by Senate December 2005
 - e. Study Abroad and the Core: Approved by Senate November 2006
 - f. Divisional Aims Senate Report October 2006
 - g. Senate Report October 2007
 - h. Aligning Student Learning Aims Senate Report June 2007
 - i. Natural Science Divisional Learning Aims 2007
 - j. Social Science Divisional Learning Aims 2007
 - k. Humanities Divisional Learning Aims 2007
- E. Core Curricula at AJCU member institutions (Word Document. 6 pages.)
- F. Sequence of Core Course Enrollments for the Class of 2007 (Excel Document. Multiple worksheet tabs. 10 pages.)
- G. CRC Portfolio Project Summaries (PDF document. 153 pages.)
- H. CRC Student and Faculty Survey Summaries (7 PDF documents. 70 pages.)
- I. NSSE and other National and College-Wide Survey Data (Excel Document. Multiple worksheet tabs. 70 pages.)
- J. A Proposed Framework for Ongoing Core Review (Word Document. 6 pages.)

APPENDIX A

CORE REVIEW COMMITTEE TIMELINE

[illegible]

APPENDIX B

CORE REVIEW COMMITTEE MEMBERSHIP

Appendix B	CRC membership									
Last	First	Jan. 2004 (SP04)	Sept. 2004 (FA04)	Jan. 2005 (SP05)	Sept. 2005 (FA05)	Jan. 2006 (SP06)	Sept. 2006 (FA06)	Jan. 2007 (SP07)	Sept. 2007 (FA07)	Jan. 2008 (SP08)
Cunningham	Frances	X	X	X	X	X	X	X	X	X
Buckley	James	X	X	X	X	X	X	X	X	X
Ganem	Joseph	X	X	X	X	X	X	X	X	X
Gannett	Cinthia	X	X	X	X	X	X	X	X	X
Derrickson	Elissa	X	X	X	X	X	X	X		
Sabin	Roberta								X	X
Speck	Sandra	X	X	X						
Kashlack	Roger	X	X		X	X	X	X	X	X
Borges	Charles	X	X	X	X	X	X	X	X	X
Scott	Charles		X				X	X		
Hilton	Hank	X				X			X	X
Crockett	Bryan					X	X	X	X	X
Rennert-Ariev	Peter					X	X	X	X	X
Sherman	Martin	X	X	X	X	X	X	X	X	X
Fenzel	Mickey	X	X	X	X					
Derrick	Fred			X	X	X				
Espejo-Saavedra	Ramon	X	X	X	X					

APPENDIX C

CORE REVIEW COMMITTEE CHARGE

Appendix C

Core Review Charge 1/30/04

To: Frank Cunningham, Chair
Ramon Espejo-Saavedra
Roger Kashlak
Sandra Speck
Martin Sherman
Mickey Fenzel
Elissa Derrickson
Joseph Ganem
James Buckley
Cinthia Gannett
Rev. F. G. Hank Hilton, S.J.
Rev. Charles Borges, S.J.

From: Randy Jones
Dave Haddad

Subject: *Ad Hoc* Committee for Core Review

On behalf of the Academic Senate and Fr. Ridley, we thank you for your willingness to serve on an *Ad Hoc* Committee for Core Review. The Strategic Plan has as one of its goals (III.B) to "Reaffirm the Core as the center of Loyola's undergraduate curriculum by emphasizing its goals, objectives and learning outcomes." One of the strategies under that goal is to complete a review of the Core every ten years. The last core review was completed in 1994, so it is time to begin. This is a very important and challenging task. We estimate that work on this committee will take a minimum of three years, but the results will be vitally important in the evolution of the core intellectual enterprise of the undergraduate experience at Loyola.

The core curriculum is based on Loyola's Jesuit Catholic mission, vision, and values, particularly the key value of academic excellence. The overarching purpose of a core review is to review and continually improve student learning in the undergraduate core curriculum. The Charge to the Core Review Committee is to

- Articulate or re-articulate the overall purposes of the core;
- Develop learning aims for the core curriculum that are related to the Undergraduate Educational Aims passed by the Academic Senate;
- Cultivate a campus-wide conversation about the core curriculum;
- Determine whether there are any common aims that should be included in every course in the core;

- Develop learning aims for each major component of the core (such as learning aims for a natural science component), which are derived from the learning aims for the core;
- Develop some means of integration and interdependence among courses in the core, so that at least some courses in the core build on themes in other courses in the core;
- Analyze the various ways we judge whether we are attaining those aims and propose ways and procedures for making these judgments in the future;
- Propose ways and procedures to continuously improve upon the core's achievements and remedy any weaknesses in (a) the core as a whole, (b) the core in specific areas (e.g., humanities, natural sciences, social sciences) and (c) specific core disciplines or courses;
- Recommend a workable strategy on how study abroad and the core interact with one another;
- Develop a procedure and plan for both ongoing and periodic reviews of the core;
 - o Periodic Review should include (as does this Charge) a review of the overall purpose and learning aims of the core, evaluation of whether the core is achieving those overall purposes and learning aims, and proposals for improving the achievement of those purposes and learning aims.
 - o Ongoing review (recommended by Loyola's 1999 Self-Study and the Middle States Review Team) should include review of specific courses in the core, including their coherence with the core learning aims they were intended to achieve and the overall purpose and learning aims of the core, evaluation of whether the courses are achieving those learning aims and plans for improving the achievement of those learning aims.

In performing the above tasks we ask the Committee to first review the specific strategies relevant to the core in the current Strategic Plan, to consult the College's 1999 Self-Study and to review the response of the Middle States Review Team. For this year, we recommend that the Committee attend national or regional conferences on core or liberal education review; refine this committee charge; meet and work collaboratively with the Chair of the Senate, the President, the Academic Vice President, and Deans to talk about this charge and work; and develop an action plan with a time table for accomplishing the work of the Committee.

The Committee is responsible to the Academic Senate and the President, and should report its progress regularly to them. It should also communicate regularly with the Undergraduate Curriculum Committee. The President and we will, in turn, regularly report progress to the Academic Affairs Committee of the Board of Trustees. Ultimately your work will undergo consideration and approval by the Academic Senate, the President, and the Board of Trustees.

We thank you in advance for your willingness to engage in this important work. You are taking on the opportunity (and the obligation!) to play an important role in one of the principle components of the defining nature of Loyola College.

APPENDIX D

SENATE REPORTS AND ITEMS APPROVED BY THE ACADEMIC SENATE

Senate Report

April 2005

April 18, 2005

INTERIM REPORT OF THE CORE REVIEW COMMITTEE

ACADEMIC YEAR 2004-2005

This report to the Academic Senate describes the work of the Core Review Committee from September 2004 through April 2005. During this academic year the committee met bi-weekly, considering in turn the articulation of the purposes of the core, the overall learning aims of the core curriculum and their relation to the undergraduate educational aims as approved by the Academic Senate, and the specific learning aims of the academic divisions represented in the core. The committee described to the faculty and to the Academic Senate in September its timetable for the academic year, and its method of proceeding. In the fall the committee would consider the purposes and aims of the core, and seek faculty input and comments. In the spring it would turn its attention in a similar way to the divisional learning aims. Throughout the entire process, the committee maintained a website on Blackboard, on which it posted minutes of its meetings and summaries of faculty discussions.

During the month of October, the committee conducted a series of small group meetings with interested faculty. The object of the meetings was to promote discussion and solicit opinions about the purposes and aims of the core curriculum. Participants were asked to examine the statement on the purposes of the core prepared by the 1992 Core Review Committee to determine whether it continued to be an accurate description of the purposes of the core. Participants were also asked to examine the Undergraduate Educational Aims recently approved by the Academic Senate to determine which of these aims were directly relevant to the core curriculum. They were also to consider whether there were other aims appropriate to the core that had not been identified as Undergraduate Educational Aims.

A total of seventeen small meetings were held, with attendance ranging from two to eleven participants. Each meeting was run by a member of the Core Review Committee, and detailed minutes of the meeting were taken. These minutes were approved by all participants before being distributed to the other members of the Core Review Committee. In all one hundred and thirteen faculty participated, representing twenty-four academic departments.

PURPOSES OF THE CORE

The first charge to the Core Review Committee from the Academic Senate was to "articulate or re-articulate the overall purposes of the core." Contained within the report of the 1992 Core Review Committee is a statement on the purposes of the core that is the most recent articulation. Our committee examined this statement closely, and reached an initial conclusion that, with minor modifications; it would serve as an excellent statement of core purposes.

In order to confirm this judgment the 1992 statement on the Purposes of the Core was included in materials sent to all faculty participating in the small group discussions. Here is the text.

1992 Core Curriculum Purpose

Education in the liberal arts is central to the mission of Loyola College, and the cornerstone of each student's education is the core curriculum.

Although the College now offers majors in 26 disciplines, all students bring a shared foundation in the liberal arts to their specialized studies as a result of their work in the core program. In addition to serving as a common bond for students, the program represents, on the strength of its continuing commitment to liberal education, the principal source of continuity between the Loyola of today and its past.

Loyola has always been devoted not only to the transmission of knowledge but also to the development of particular qualities of mind and character. The mission of the College is fulfilled only to the degree that it liberates students from self-absorption, parochial ideas, and unexamined beliefs, replacing these with concern and compassion for others, an appreciation of things past or unfamiliar, and a capacity for critical thought. Although this mission shapes all of the courses and many of the activities at Loyola, it is manifested most clearly in the core curriculum.

The core, as distinguished from vocational or pre-professional training, affords Loyola students an opportunity to develop the sharpness and versatility of mind which have always been the hallmarks of a Jesuit education.

Both long tradition and the needs of contemporary life mandate the ability to communicate effectively and elegantly as a primary goal of liberal education. Therefore, writing plays a central role in the core curriculum.

An important goal of a liberal education is familiarity with the history, the great literature, the central scientific paradigms, the primary philosophical and theological ideas, and the central debates of the Western cultural heritage. Such familiarity, along with the knowledge of a foreign language, helps to set a foundation for examinations of the ideas and mores of other cultures.

A Loyola graduate should be able to think critically and analytically, to reason mathematically, and to understand the methodology of disciplines in both the natural and social sciences. Yet, the unifying objective of the core curriculum extends beyond the provision of fundamental knowledge to the setting of the foundations of intellectual, moral, and spiritual excellence. A liberal education in the Jesuit tradition seeks, ultimately, to provide a rigorous intellectual basis for the development of moral convictions, and for a life of continuous learning and action in service of those convictions.

In general, when faculty were asked about this statement, they expressed approval of its content. There was, however, significant interest in increasing the emphasis on diversity and global perspectives in the statement. There is a clear and explicit focus on the Western cultural heritage, with only a small nod to the ideas and mores of other cultures. Many faculty noted that the world had changed since 1992 and a deeper awareness of cultural diversity was necessary.

There was also some concern about the manner in which the statement contrasts the core with vocational or pre-professional training. Some faculty made the point that Jesuit education has always been about both action and contemplation, and that the core and major together produce a liberal education that provides a deep basis for professional success.

Our committee believes that the following alternative wording to paragraphs four, six, and seven is appropriate:

¶ 4: Sharpness and versatility of mind have always been the hallmarks of a Jesuit education. It is in large measure the core that affords students an opportunity to begin developing these skills, which are deepened and refined by the rest of the curriculum.

¶ 6: One cannot today be a responsible member of society without a global perspective or without a sensitivity to and appreciation for the rich diversity of traditions and perspectives that constitute our world. A nuanced understanding of diversity requires that we first understand the particular culture within which we stand and from which we view others. Thus an important goal of a liberal education is familiarity with the history, the great literature, the central scientific paradigms, the primary philosophical and theological ideas, and the central debates of the Western cultural heritage. Such familiarity, along with the knowledge of a foreign language, helps to set a foundation for examinations of the ideas and mores of other cultures and enriches the dialogue between cultures.

¶ 7: A Loyola graduate should be able to think critically and analytically, to reason mathematically, and to understand the methodology of disciplines in both the natural and social sciences. Yet, the unifying objective of the core curriculum extends beyond the provision of fundamental knowledge to the setting of the foundations of intellectual, moral, and spiritual excellence. A liberal education in the Jesuit tradition seeks, ultimately, to provide a rigorous intellectual foundation for religious faith, for the development of moral convictions, for a life of continuous learning and action in service of that faith and those convictions, for an appreciation of the responsibilities of privilege, and for the continued cultivation of a solidarity with the least advantaged in our world.

In addition, our committee thinks that this statement of purposes should be explicitly linked to the College's Mission Statement, and to its statement of Vision and Values. We would therefore change the first sentence to read as follows:

¶ 1: Education in the liberal arts is central to the mission of Loyola College, as articulated in the College's Mission Statement and in its Vision and Values, and the cornerstone of each student's education is the core curriculum.

Recommendation:

We recommend that these wording changes be adopted by the Academic Senate, and that the full statement on the purposes of the core be included in the College's Undergraduate Catalogue. A redlined version of the Purposes of the Core Curriculum is attached to this report as an appendix.

UNDERGRADUATE EDUCATIONAL AIMS AND THE AIMS OF THE CORE

The second charge of the Academic Senate to the Core Review Committee was to "develop learning aims for the core curriculum that are related to the Undergraduate Educational Aims passed by the Academic Senate." We initially understood this charge to imply two questions. (1) Which of the Undergraduate Educational Aims approved by the Senate are addressed in the core curriculum? The core may have sole responsibility for certain aims, and may share responsibility for others with the major curriculum or

with co-curricular and extra-curricular functions of the College. Some aims may simply not be addressed through the core. (2) Are educational goals specific to the core which have not been addressed by the Senate's list of undergraduate educational aims? If so, what are they and how do they fit with the aims already approved?

To help meet this charge, we asked all participants in our small group discussions to answer the question: "With the Mission Statement, the 1992 Purposes of the Core, and the Undergraduate Educational Aims in mind, what do you perceive as the main purpose(s), role(s), or aim(s) of the Core Curriculum at Loyola College?" The responses to this question and the ensuing discussion enabled the committee to reach conclusions about the overall aims of the core curriculum. Those conclusions in turn led us to modify our understanding of the charge from the Academic Senate.

As the committee talked to faculty and evaluated their responses to these questions, it seemed to us that it could be said of the Undergraduate Educational Aims that the first four most explicitly address intellectual matters, while aims five through nine take a broader educational view. Put another way, if educational aims focus on the knowledge, skills and dispositions of our students, the latter aims pay more explicit attention to dispositions. There was general agreement expressed by discussion participants that the first three aims were appropriately the concern of the core. This is in no way surprising, since these aims include intellectual excellence, critical understanding, and *eloquentia perfecta*, and therefore lie at the heart of any educational enterprise. Perhaps somewhat surprisingly, the fourth aim, aesthetics, received little attention during group discussions. When we come to an examination of aims five through nine—leadership, faith and mission, promotion of justice, diversity, and wellness—there is less of an overwhelming consensus, and some participants express concern over whether these are appropriate aims for the core (or for the institution generally¹). This report examines the discussion of each educational aim in turn, and offers some suggestions about how each of these should be treated so that the relevance of each to the core is more clearly articulated.

The Narrower Intellectual Aims

Intellectual excellence

Intellectual excellence is clearly an important educational aim of the core, perhaps the most important aim. It infuses the core (and the intellectual life of the college) in two ways, which are reflected in the different emphases found in the sub-aims. One aspect of this aim is the transformation of students. When we speak of promoting intellectual excellence we are hoping that students will become passionately engaged in the process of learning and that they will develop habits of mind that lead to intellectual excellence—curiosity, intellectual humility, persistence, honesty. We also mean that our students will gain a familiarity and understanding of a discipline (a major) and will come to understand

¹ The Undergraduate Educational Aims have been approved by the Academic Senate and therefore constitute the educational aims of the College. Our committee treats them as a given and asks which ones are most appropriately the concern of the core. But we note that some concerns were expressed about them.

the connection between this discipline and others, appreciating the extent to which knowledge is interconnected.

The core thus has a principal role in the pursuit of this educational goal, and needs to work cooperatively with the major curricula to achieve it. Many intellectual enterprises are inherently interdisciplinary and we need to emphasize intellectual and discursive mobility in the curriculum.

Critical Understanding: Thinking, Reading and Analyzing

This educational aim, like intellectual excellence, is clearly and uncontroversially the shared responsibility of the core and the major curricula. In all our discussions, this aim was cited, often in association with the aim of *eloquentia perfecta*. The ability to think, speak, and write logically, coherently, and gracefully is intimately linked to the development of critical skills involving the assessment of data, the critical evaluation of knowledge claims, and the skillful and appropriate employment of problem-solving algorithms.

Under this educational aim, the subsidiary aims identify various critical thinking strategies. For example, the ability to use mathematical concepts and procedures and to evaluate claims made in numeric terms is explicitly singled out, as is the ability to use information technology in research and problem-solving. Discussion within the small groups rarely descended to this level of detail, but it seems reasonable to assume that the enthusiastic endorsement of the overall aim includes implicit approval of the specific sub-aims.

Eloquentia Perfecta

As noted above, it is difficult and probably misleading to separate this goal from the goal of critical thinking. The importance of listening, reading, writing, speaking across the core and the major as an instrument of critical thinking and communication was sounded often and repeatedly in almost every session. There was considerable discussion about whether certain levels of writing and critical thinking skills should be expected as students enter, as they complete the writing requirement, their core requirements, or the full four years of undergraduate education. So while both critical thinking and *eloquentia perfecta* are clearly aims appropriate to the core, it is also clear that these aims are shared responsibilities.

We note that "competence in a language other than one's own" is included as a subsidiary aim under *Eloquentia Perfecta*. The learning of foreign languages as a priority of the core was mentioned explicitly only a few times in group discussions, and occasionally questions were raised about its relation to global awareness and about its success. Given that most respondents affirmed the importance of all the aims, the foreign language requirement was tacitly embraced. It is unquestionably a core aim.

Aesthetics

The aim of Aesthetics contains two sub-aims: the appreciation of beauty, both natural and man-made; and a cultivated response to the arts, and the ability to express oneself about aesthetic experience. Interestingly, this aim came up very infrequently in small group discussions, perhaps because faculty assumed that its place in the core had been confirmed by the Fine Arts requirement. Members of the committee have raised the question of whether the aim of aesthetics is present implicitly in much of the faculty discussion. For example, the goal of educating the whole person (clearly expressed in the

College's Mission Statement) would seem to include fostering an appreciation of beauty, as might the sub-aim under Intellectual Excellence of understanding the interconnectedness of all knowledge. The Jesuit call to teach, learn, lead and serve "*ad maiorem Dei gloriam*" also points in this direction, since as Gerard Manley Hopkins has put it: "The world is charged with the grandeur of God."

The Broader Educational Aims

Leadership

The learning aim of leadership is infrequently mentioned by faculty in small group discussions but the subject does come up both directly and indirectly. When it is mentioned directly, it is often in connection with service-learning courses or initiatives, and the relation between leadership and service is highlighted. When it comes up indirectly it is frequently in the context of civic life. There is a strong sense that a Jesuit education involves the development of a sense of responsibility to a larger community, so the aim of leadership cannot be separated from the aim of faith and mission. This leads to the question of whether the core should have a service component.

Some people have suggested that the extent of the core itself works against the aim of leadership. The idea is that the student's intellectual life is thoroughly prescribed by the core and major, and there is little room for the student to take responsibility for the shape of her education. Alternatively, one can argue that many of the aims of the core most frequently cited look to intellectual habits and skills that are necessary for effective leadership; e.g., effective communication, focus on others, freedom from parochial thinking.

Faith and Mission

The Jesuit mission of the College is referred to often but there is little sense that addressing this mission is part of the curriculum. It is difficult to point to a place where it is given forthright emphasis. At the same time, there appears to be a general consensus that the core curriculum is central to Jesuit education. We speak of the "main purpose" of the core in terms that are drawn from this mission—commitment to others, intellectual basis for moral convictions, imaginative recreation of another's perspective and place, attention to the Sacred. Some faculty have noted that Alpha courses are explicitly designed to spend time addressing mission, and to make use of the Examen, but not all students participate in these courses.

As we move forward, this particular aim may require sustained attention. One participant expressed the problem this way: "I know there is the general vision of justice, etc., but do we have a more specific vision? Do we want students to come to know the love of God?"

Promotion of Justice

The educational aim of promoting justice seems closely tied to the discussion of Jesuit mission. The goals of making "men and women for others", of producing good people and good citizens, of developing deep moral convictions are at the heart of Jesuit education. In the small discussion groups, social justice is often explicitly mentioned, as is the cultivation of an attitude that puts others concerns before one's own. The core is believed to address Jesuit values and traditions, and the promotion of justice has a prominent place in the Jesuit tradition. Reference is made to Fr. Kolvenbach's speech at Santa Clara University where he links a commitment to faith and justice to the essential character of a Jesuit university. He comments that: "When the heart is touched by direct experience, the mind may be challenged to change. Personal involvement with innocent suffering, with the injustice others suffer, is the catalyst for solidarity, which then gives rise to intellectual inquiry and moral reflection." This may suggest an essential role for service learning in the core, a role that was also suggested in the discussion of leadership.

Diversity

Diversity receives strong support from the faculty as an educational aim. We have already noted that the 1992 statement on the purposes of the core needs a stronger and more explicit reference to diversity. The recent passage of the diversity requirement (which also looks to the aim of justice) gives evidence of an institutional commitment to this as an aim for the core and for the curriculum as a whole. Some have suggested that it needs to be considered as a core course to validate it with the same value as other core courses.

Faculty note the paucity of knowledge students have of other cultures and traditions, and also frequently observe that the current curriculum continues to maintain the primacy of the Western cultural heritage. The committee has addressed this to a certain extent in our discussion of the purposes of the core. Our position is that an intelligent discussion of cultural diversity cannot take place until one is firmly rooted in one's own culture. Thus diversity is best served by establishing a critical appreciation of that culture and then bringing it into dialogue with different and contrasting world views.

Wellness

The aim of wellness seems to generate the least enthusiasm and support from faculty. The committee notes the small number of academic departments endorsing the specific subordinate aims as appropriate to their departmental work. There was a similar lack of enthusiasm evident during the group discussions. Several faculty thought that teaching wellness was problematic. While it does not seem that faculty are opposed to the wellness aim *per se*, they appear to see it as something that should be addressed by non-academic departments, e.g., Student Development.

The committee has wondered about the relation of this aim both to the overall College mission of educating the whole person, and to certain more specific aims like justice or

faith and mission. This has led us to reflect more broadly on the purpose of the undergraduate educational aims, their own interrelatedness, and their relation to the mission of Loyola College as a Jesuit, Catholic institution of higher learning.

Integration Of Learning Aims

Perhaps the process of identifying discrete learning aims, possibly for the purpose of measurement and assessment, has inadvertently encouraged us to think about these aims in an atomistic and disconnected way. When we are confronted with a list of nine major objectives and thirty-four subordinate objectives, the natural tendency is to run down the list and identify those objectives with which we are most comfortable. Thus "intellectual excellence" and "critical thinking" win almost unanimous support, and people hesitate when they are asked whether they are structuring their classroom activities to promote "wellness". But the Core Review Committee believes it was the intention of the Academic Senate in formulating the Undergraduate Academic Aims to describe an overall climate of teaching and learning, to give greater specificity to Loyola's educational mission—"to learn, lead and serve in a diverse and changing world." So we think we are ill-served by a series of bullet-points. We need instead a narrative that describes in full-blooded prose precisely at what a Jesuit education at Loyola aims.

Where one picks up the thread probably makes all the difference. The faculty are likely to start with Educational Excellence, embracing the goals of creating habits of intellectual curiosity, honesty, humility, and persistence and developing an appreciation of and passion for intellectual endeavor and the life of the mind. From here one is led naturally to the aims of critical thinking and *eloquentia perfecta* but one moves less surely to items like "understanding the importance of productive and responsible use of leisure time" or "a habit of thoughtful, prayerful, and responsible discernment of the voice of God in daily life; a mature faith." It is not that the faculty consider these aims unimportant, but rather think that responsibility for their attainment rests with other areas of the college.

Suppose, however, simply for the purposes of example, one began with the thread of leadership instead of educational excellence. How should we approach the aims of leadership (viz., developing "an understanding of one's strengths and capabilities as a leader and the responsibility one has to use leadership strengths for the common good" and also developing "a willingness to act as an agent for positive change, informed by a sense of responsibility to the larger community") within the context of the core curriculum? Whether or not one can form leaders in the classroom, one can certainly learn what it means to lead well or poorly. Examples abound—in history from Julius Caesar and Ghanghis Kahn to Napoleon and Winston Churchill, in political philosophy from Aristotle to Machiavelli to Marx, in theology from Moses to Jesus to Augustine to Luther, and perhaps most especially in literature from Agamemnon and Achilles to King Lear and Henry V. We expose students to the perennial insights into successful and unsuccessful leaders, in the hope that they become able both to appreciate the complexity of leadership and to become critical of their own strengths and weaknesses. Can I see in myself Macbeth's overreaching ambition? Do I understand the complexity of the situation Hamlet finds himself in, forced to avenge regicide with regicide?

So the core teaches us something about being a leader. But leadership leads beyond itself—to faith and mission, to wellness, and to diversity. Leadership as we value it is responsible leadership. That entails an understanding of what one's responsibilities are. When the College talks about faith and mission, it says that one of its aims is to foster "a habit of thoughtful, prayerful, and responsible discernment of the voice of God in daily life." While the cultivation of habits of discernment, the examination of conscience, may not in itself be an academic responsibility, the idea of the Examen is certainly not foreign to scholarly or intellectual life. The humanities provide countless models of thoughtful discernment. Both the philosophy and theology departments teach Augustine's Confessions, arguably one of the most sustained exercises in spiritual discovery in the Western canon. Literature shows us this journey over and over again, in its many variations, in its successes and failures. Dostoyevsky's creations, especially Raskolnikov and Alyosha Karamazov, come mind, providing us with a sense of the subtlety, complexity, and precariousness of the effort. And when students are asked to write reflectively about such topics, their own discernment may be enhanced.

We also say, speaking of faith and mission, that we aspire to develop in our students "an understanding of the mission of the Catholic university as an institution dedicated to exploring the intersection of faith and reason, and experience and competence in exploring that intersection." Here, if anywhere, the distinguishing academic, intellectual, educational aspirations of the College become explicit and the centrality of the core emerges in full view. The pathways of faith and reason intersect almost everywhere on the academic landscape. Every discipline in the core contributes to the conversation, whether explicitly or implicitly. While it is probably not the case that Galileo's claim that God is a geometrician comes up in core math courses, a student unfamiliar with the power of mathematical reasoning would be ill equipped to explore that particular intersection.

Let's consider the most problematic undergraduate educational aim: wellness. [Set aside for the moment the ugliness of the label; if "health" doesn't get at what was intended, surely "well-being" does.] How would leadership lead us to wellness? We said before that the leadership we value must be responsible leadership, it must be principled leadership, it must lead toward that which is valuable, that which, in Aristotle's language, is valued for its own sake. The Greeks called this *eudaimonia*, which modern thinkers have translated as "human flourishing". Leadership must have as its aim this human flourishing. And this is undoubtedly what we mean by the ungainly term wellness. Wellness must have to do with the actions, attitudes, and dispositions that lead to a complete, satisfied, rich human life. Thoughtful reflections on what this might mean—Socrates, for example, insisting that the unexamined life is not worth living—might arguably have something to contribute to its achievement. So might rich and detailed descriptions of people succeeding or failing in the endeavor—Emma Bovary comes to mind, as does Odysseus.

Here again, many disciplines intersect. The social sciences have much to contribute—both descriptive and normative. The first aim we list in our review of the divisional aims

of the social sciences (below) is "to provide an understanding and appreciation of the individual as a unique person both at the micro level (motivations and behaviors) and the macro level (social influences) and the interaction between the individual and society (how we are shaped by society and how we shape society) from a scientific (empirical) perspective." This fits perfectly with the aim of well-being. It is a commonplace that we are social, political, economic and psychological beings, as we are aesthetic and linguistic beings. We cannot understand human flourishing—we cannot bring our students to an understanding of how they might flourish—without including these perspectives. Indeed, the social science faculty make this point explicitly in their discussions on divisional learning aims.

The humanities too have focused in a prolonged and concentrated way on the human condition, and have used artistic insight, historical analysis, and philosophical and theological reflection to illuminate our deepest concerns, our fundamental purposes, our ever recurring foibles and failures.

The social sciences deal with these issues in an empirical and analytical fashion. The humanities, on the other hand, are more intuitive and holistic rather than analytic. They try to understand, in a single sweep, what the task of living involves. They rely to a much greater extent on intuition, on the ability to see through the complexity of details to the defining theme or moment. They employ this technique, perhaps, because the task of living well cannot await the slow and patient process of scientific analysis. We need to know, right away and completely, how to live, how to relate to one another, how to flourish. The process may be difficult to articulate or defend, but its products continue to be studied seriously decades and centuries after they have been produced. Freud turned to Sophocles for insights into human behavior, and today literary critics turn to Freud for insights into artistic creation.

Similar reflections could be made on the aims of Justice and Diversity. No one questions the intellectual and academic dimension of these aims, and the College's recent enactment of a diversity requirement in the curriculum underscores this. Words like "appreciation", "recognition", and "awareness" pepper the subordinate aims in these areas. The social sciences, in their divisional aims, emphasize diversity and global awareness.

The important point is that the Undergraduate Educational Aims form an intricate net of interconnected academic and intellectual pursuits. Assuredly, they sometimes speak of attitudes and of behaviors rather than knowledge and intellectual competence, but at their core all of them address fundamental components of human life, components upon which the academy has meditated since Plato and Aristotle walked together in the Groves of Academe. Pick up the net anywhere and you can pick it all up.

What seems most important is a matter of emphasis. The first knot in the net we select to pick up may determine what the whole net looks like when we gather it together. As we noted in the beginning, we as faculty find it easiest to grasp the knot of intellectual excellence. And of course intellectual excellence is important, central to what we do.

We are, after all, an institution of higher learning. But it may not be the knot at the exact center, the one we should always pick up first, because that knot offers nothing distinctive. Every educational institution offers a program designed to improve the intellectual and critical skills of its students. These goals are accomplished in general education requirements, distribution requirements, and the major. If we want to say that Loyola's core curriculum is a defining feature of our educational mission, it cannot be because we promote intellectual excellence. Pick up the net at another knot.

To many members of the committee it seems obvious that we should begin with Faith and Mission. It is clear in the College's mission statement that we distinguish ourselves as a Catholic, Jesuit university. To be true to this claim we must be able to show that the aims of faith and mission permeate all activities of the college, not the least of which is the core curriculum. Yet, as we noted earlier, there is a troubling vagueness to our language when we discuss this aim. Members of our committee note that references to Jesuit education often have little to do with a deep understanding of the purposes of the Society of Jesus. There is little evidence that our educational project is in any way Christocentric—the role that the person of Jesus ought to play in the lives of our students has yet to be addressed.

Recommendations

1. The undergraduate educational aims approved by the Academic Senate need to be understood in the context of the overall mission of the College and, relative to the core, in the context of the statement of purposes of the core. They should not be understood as discrete aims among which one is free to choose, but as an interconnected set of specifications of the distinctiveness of Loyola education. Academic departments are encouraged to give continued serious thought to the ways in which the intellectual and educational activities of core courses address all of these aims.
2. The central place of faith and mission in the educational enterprise needs to be fully and seriously discussed. There have been attempts to do this in the past, not only in the most recent Middle States Self Study, but also most notably in the articulation of Loyola's Vision and Core Values. But as an institution we have not yet clearly articulated this vision for our curriculum. The committee will keep this issue in mind during our discussions of assessment and evaluation, but it would require another committee to take up the issue in relation to the college as a whole and not merely the core curriculum.

DIVISIONAL LEARNING AIMS

Following the charge from the Academic Senate, the Core Review Committee this spring turned its attention to the divisional aims of the core curriculum. Faculty from the natural and mathematical sciences departments, from the social science departments, and from the humanities departments were invited to participate in one of two divisional discussions, two hours in length, facilitated by a member of the CRC from that division.

There is a potential difficulty with this way of proceeding. A prominent topic in the discussion of the overall purposes and aims of the core and in the preceding section of this report has been the overall coherence and integration of the core. Whether that integration exists in fact or merely as an ideal, most faculty agree as to its merit. To now begin to discuss divisional aims, and to conduct that discussion within rather than across divisions, might prove contrary to that spirit. The committee has gone ahead on the premise that consideration of divisional aims and of the overall integration of the core could proceed together, that our reflections should be conjunctive rather than disjunctive.

Social Science Aims:

The discussions with the social science faculty yielded a number of suggestions about the educational aims of this portion of the core. Not every participant endorsed every aim, but there seemed to be agreement that these aims merited our attention. We have drawn up a list of 15 suggested aims from our discussions.

1. To provide an understanding and appreciation of the individual as a unique person both at the micro level (motivations and behaviors) and macro level (social influence) and the interaction between the individual and society (how we are shaped by society and how we shape society) from a scientific (empirical) perspective;
2. To provide an understanding of how the social sciences form a bridge between the humanities and the natural sciences. We exist at the intersection of the humanities and natural sciences;
3. To provide an understanding and appreciation of scientific method and systematic inquiry as it is applied to individuals in social situations;
4. To provide an understanding and appreciation of the role of theory in explaining the behavior of individuals;
5. To provide an understanding and appreciation of the role that history and ancient and modern philosophies have played in the understanding of human behavior;
6. To make students aware of the social factors that determine social policy;
7. To provide an understanding of how we learn (self-reflection requires an understanding of how we learn);
8. To liberate students from parochial, solipsistic ways of thinking and liberate students from self-absorption and unexamined beliefs;
9. To provide students with the tools necessary to understand themselves and the world they live in;
10. To teach students how to make social decisions (how to collect data and to interpret it);
11. To teach students to be critical consumers of information;
12. To provide an understanding and appreciation of cultural and human diversity (using both a local and global perspective—greater emphasis on global is needed);
13. To appreciate the great moral issues of our times (e.g., genocide, racism, environmental impact);

14. To develop an informed appreciation for the great variety of human societies and cultures;
15. To encourage self-examination.

Not surprisingly, many of these aims cross divisional lines, and are shared by the humanities and the natural sciences. Critical thinking, liberation from unexamined, parochial ways of thinking and hence a genuine appreciation of diversity, sensitivity to the great moral issues of our time, testing and interpretation of data, belong to every academic exercise.

Significantly, the social science faculty, in their reflection on their work, pay close attention to what we have called the more broadly educational aims. Indeed, the suggestion comes up that since the social sciences meet more of the educational aims than the other divisions, the social sciences should have a larger share of the core.

The social science faculty is genuinely concerned with the aim of diversity, and much of their discussion dealt with how the core purposes' focus on developing an understanding of the Western tradition related to an appreciation of other cultures and traditions, to globalization, and to social justice. To some the emphasis on the Western tradition seemed defensive. The participants also raised the question (which we raise earlier in this report) of whether there is an intellectual component to the aim of wellness, and whether the social sciences have something significant to say here.

One very interesting suggestion, which deserves further discussion, is whether there should be a service-learning component attached to the social science core requirement.

Humanities Aims:

When we turn to the humanities division, the question of divisional aims becomes more complex because the core does not prescribe a distribution requirement here as it does with the social sciences and the natural sciences. Instead it requires particular courses in particular departments. We need to make an effort to focus our attention on the humanities as a whole and their role within the core, before singling out specific departmental requirements.

The humanities are a group of interconnected disciplines which have as their focus the exploration of the activities, aspirations, and forms of expression of the human race over the course of its history. Taken individually, the disciplines of the Humanities provide training in and experience with a number of research methodologies and frameworks for understanding what it means to be human from a philosophical, historical, or aesthetic perspective. At the same time, they give students a solid foundation in the history of thought and expression which is fundamental for an adequate understanding of our contemporary world and for an intelligent and informed approach to the decisions which will shape our future.

Within this framework, the division between skills and dispositions becomes difficult to maintain, given that, in many cases, the acquisition of a particular skill (learning a foreign language, a form of aesthetic expression, a tradition of philosophical debate or a methodology for historical research) implies contact with and understanding of cultural and historical traditions which serve to broaden the student's understanding and sympathies.

At the center of the entire enterprise is a commitment to the importance of learning to express one's ideas clearly and to analyze in a constructive and intellectually rigorous fashion the ideas of others. Taken as a whole, the Humanities provide a unique arena in which to continue the debate over what it means to be human, a debate which is central to the Jesuit educational tradition and, as such, central to the identity of Loyola as a Jesuit liberal arts college.

When the humanities faculty discuss their aims, therefore, the conversation often begins with individual departments and courses. But as the conversation proceeds the interconnected goals of the humanities departments begin to emerge. Faculty note the way in which all the disciplines in the humanities are connected and draw on other fields, with slight differences in emphasis from field to field and with particular reference to freedom from parochial thinking. In general, the humanities faculty seem to agree on the aims of intellectual excellence, critical thinking, clear expression of ideas while always coming back to the concept of a freedom from limited perspectives about the individual and society, tied to more general ideas of the intellectual, moral, and spiritual development of the student. Several people pointed to the role that language plays in the humanities and the role it plays in human life, citing the intimate relation of language and thought. The cultivation of the life of the mind and the cultivation of linguistic sophistication go hand in hand.

The humanities faculty believe that the humanities have a decisive role to play in addressing faith and mission in an academic context. The purpose of a Jesuit education is to care for souls. The humanities present the best venue where the Christian and Catholic tradition can be addressed, and brought into dialogue with other traditions. Several people expressed the thought that faith and mission need to be the umbrella under which all the learning aims are brought. The humanities need to play a significant role here because what we are talking about is Christian humanism.

Natural Science Learning Aims:

The natural sciences, especially as embedded in Western culture, have provided an extremely useful framework for understanding ourselves and our environment. Science is a true transnational community that brings people together from around the world to solve problems of common interest. It is crucial for students to gain some understanding of the major ideas and theories of science, as well as the methodologies of scientific inquiry. Without this, they will be unable to address important questions relating to them as individuals and as citizens. Yet, it is a profound paradox of our time that while we live in a culture increasingly dependent on science and mathematics for economic activity and

growth, the majority of people are not only averse to learning science and mathematics, many refuse to believe in the central ideas that form the foundation of the modern scientific understanding of the natural world. At present a Loyola education does not adequately address this problem. The majority of students leave Loyola still adverse to science and with less mathematical skill than when they entered.

In this context, the natural science faculty discussed the educational aims for the natural science portion of the core. Participants in the discussion suggested a number of divisional learning aims for science core courses, the principal ones being the following:

1. Students develop an innate curiosity about the natural world and take a life-long interest in science news and advancements.
2. Students understand how science works, its methodology, its limitations, how it frames questions, acquires data, constructs arguments and reaches conclusions.
3. Students learn the power of mathematical reasoning and methods and how mathematics cuts across all the disciplines. Mathematical skills that students acquire should include, although not be limited to: arithmetic, geometry, algebraic manipulations, algorithms, constructing and interpreting graphs, and use of probability and statistics.
4. Students understand the difference between science and technology.
5. Students learn what science is not and have the ability to recognize and reject pseudo-scientific claims.
6. Students know the central ideas that form the foundation for modern science such as: atomic and molecular theory, electromagnetism, the periodic table, evolution, genetics, Newtonian mechanics, relativity, astronomy and cosmology.

During discussions a tension developed on how courses should be structured to best accomplish these goals. Two lines of thought emerged. Some faculty argued that core science courses should emphasize scientific literacy and teach the central, foundation ideas. Others argued that core science courses should seek to engage the students in an interesting and relevant topic in order to develop natural curiosity and life-long interest in science.

It is the Core Review Committee's opinion that there is no reason to view this as a dichotomy. At a minimum every course in the science and mathematics core should seek to (1) engage students with topics that interest them, (2) teach one or more of the central, foundation ideas on which science is built, and (3) require use of mathematics. How to organize a course to accomplish each of these goals should be left to the judgment of the teacher.

Recommendations:

While the Core Review Committee believes that this semester's discussions of the divisional learning aims represents a fruitful beginning, we think discussion should continue next semester. The committee next year intends to examine the relationship of the core to other educational endeavors (for instance study abroad, the honors program, the Sellinger School) and to begin exploring ways to assess our success in accomplishing the core educational aims. The refinement of divisional aims should take place in conjunction with these activities.

APPENDIX

Core Curriculum Purpose

Education in the liberal arts is central to the mission of Loyola College as articulated in the College's Mission, Statement and in its Vision and Values, and the cornerstone of each student's education is the core curriculum.

Although the College now offers majors in more than two dozen disciplines, all students bring a shared foundation in the liberal arts to their specialized studies as a result of their work in the core program. In addition to serving as a common bond for students, the program represents, on the strength of its continuing commitment to liberal education, the principal source of continuity between the Loyola of today and its past.

Loyola has always been devoted not only to the transmission of knowledge but also to the development of particular qualities of mind and character. The mission of the College is fulfilled only to the degree that it liberates students from self-absorption, parochial ideas, and unexamined beliefs, replacing these with concern and compassion for others, an appreciation of things past or unfamiliar, and a capacity for critical thought. Although this mission shapes all of the courses and many of the activities at Loyola, it is manifested most clearly in the core curriculum.

Sharpness and versatility of mind have always been the hallmarks of a Jesuit education. It is in large measure the core that affords students an opportunity to begin developing these skills, which are deepened and refined by the rest of the curriculum.

Both long tradition and the needs of contemporary life mandate the ability to communicate effectively and elegantly as a primary goal of liberal education. Therefore, writing plays a central role in the core curriculum.

One cannot today be a responsible member of society without a global perspective or without a sensitivity to and appreciation for the rich diversity of traditions and perspectives that constitute our world. A nuanced understanding of diversity requires that we first understand the particular culture within which we stand and from which we view others. Thus an important goal of a liberal education is familiarity with the history, the great literature, the central scientific paradigms, the primary philosophical and theological ideas, and the central debates of the Western cultural heritage. Such familiarity, along with the knowledge of a foreign language, helps to set a foundation for examinations of the ideas and mores of other cultures and enriches the dialogue between cultures.

A Loyola graduate should be able to think critically and analytically, to reason mathematically, and to understand the methodology of disciplines in both the natural and social sciences. Yet, the unifying objective of the core curriculum extends beyond the provision of fundamental knowledge to the setting of the foundations of intellectual, moral, and spiritual excellence. A liberal education in the Jesuit tradition seeks, ultimately, to provide a rigorous intellectual foundation religious faith for the development of moral convictions, for a life of continuous learning and action in service of that faith and those convictions, for an appreciation of the responsibilities of privilege, and for the continued cultivation of a solidarity with the least advantaged in our world.

Senate Report

November 2005

November 15, 2005

TO: Academic Senate
FROM: Frank Cunningham
Chair, Core Review Committee
RE: Interim Report

I. The Core Review Committee distributed copies of its Interim Report Academic Year 2004-2005 to all members of the faculty in advance of the September 22nd faculty meeting. This report was a slightly modified version of the report given to the Academic Senate in April 2005. The modifications reflected comments and suggestions made by senators at the May 10, 2005 meeting.

The report makes three recommendations to the Academic Senate:

- (1) The adoption of new language on the Purposes of the Core, to be included in the Undergraduate College Catalogue;
- (2) The adoption of the nine broad undergraduate learning aims as learning aims for the core curriculum, with the understanding that these aims are to be viewed in the context of the overall mission of the college and in the context of the statement on the purposes of the core. These should not be understood as discrete aims among which one is free to choose, but as an interconnected set of specifications of the distinctiveness of Loyola education. As such, they apply to the core as a whole.
- (3) The central place of faith and missions in the educational enterprise needs to be fully and seriously discussed.

II. Since the September faculty meeting, the Core review Committee has continued its discussion of divisional learning aims. Members of the committee have met with faculty from the Social Sciences, the Natural Sciences, and the Humanities to refine the aims appropriate to these sub-sections of the core. Attached are tentatively proposed aims for the Social Sciences and the Natural Sciences.

The issues are somewhat more complicated in the Humanities, in part because the core requirements here are not distribution requirements but more specific course requirements, and in part because the integration of the nine learning aims seems to fall more heavily on this part of the core. Discussions here are continuing, and we offer less specific recommendations at this time. Those recommendations are also attached.

DIVISIONAL AIMS FOR THE SOCIAL SCIENCES

The original 15 Social Science Core aims were condensed and modified as follows:

1. To provide students with an understanding and appreciation of the individual as a unique person and of the interaction between the individual and society (how individuals are shaped by society and how they shape society) from a scientific perspective;
2. To provide an understanding and appreciation of the historical, cultural, global, and moral perspectives (with an emphasis on issues related to social justice and diversity) and how they have influenced the understanding of human behavior in a social context and the social factors that influence social policy
3. To provide students with an understanding and appreciation of scientific method, systematic inquiry, and the role of theory as it is applied to individuals in social situations; and to provide students with the tools necessary to apply the information (via being critical consumers of information and clear communicators) gathered through the scientific method
4. To help students apply social science concepts (including applying these concepts to self-examination and discernment) when evaluating information from a variety of sources and to clearly communicate these ideas.

DIVISIONAL AIMS FOR THE MATHEMATICAL AND NATURAL SCIENCES

Participants in the Fall 2005 divisional meetings generally agreed with aims as presented in the Senate report. However, these aims have been slightly rearranged and consolidated to take the following form:

1. Students develop their innate curiosity about the natural world and take a life-long interest in science news and advancements.
2. Students explore the one or more of the central ideas that form the foundation for modern science at a greater depth than presented in high school.
3. Students understand the process of science - its methodology, its limitations, how questions are framed, how data are acquired, how arguments are constructed and conclusions reached¹.
4. Students learn the power of mathematical methods, the use of quantitative reasoning and symbolic logic, and how these tools are integrated across all the scientific disciplines.

¹ In this context, students should learn what science is *not*, and have the ability to recognize and reject pseudoscientific claims. Students also should understand the relationship between science and technology.

HUMANITIES LEARNING AIMS

It should be noted that several departments in the Humanities (e.g. Theology, Philosophy, Classics, English, and History) have completed departmental reviews, and have discussed the relation of their departments and their core courses to the Undergraduate Learning Aims. It should also be noted that discussions are ongoing within and among departments on the extent to which the Humanities offerings in the core lend themselves to integration and the extent to which these offerings as a whole address the nine learning aims. The following suggestions are offered to advance the discussion of the learning aims appropriate to the Humanities.

1. The structure of the humanities core, which is not a distribution requirement but a departmental and course requirement, should promote disciplinary integration and a sense of the purpose of the core.
2. The introductory courses in English, philosophy, theology, and history, as well as the second intermediate language requirement, should be encouraged to develop an integrated curriculum, at least to the extent that faculty are aware of the content and pedagogical aims of one another's classes.
3. The Humanities courses in the core address in varying ways and to varying degrees the overarching set of nine undergraduate learning aims. Departments in the Humanities need to have substantive discussions about what each of the nine learning aims might mean within each department, and how the college's commitment to these aims might shape course curriculum.

Core Curriculum Purpose

APPENDIX

Core Curriculum Purpose

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Although the College now offers majors in more than two dozen disciplines, all students bring a shared foundation in the liberal arts to their specialized studies as a result of their work in the core program. In addition to serving as a common bond for students, the program represents, on the strength of its continuing commitment to liberal education, the principal source of continuity between the Loyola of today and its past.

Loyola has always been devoted not only to the transmission of knowledge but also to the development of particular qualities of mind and character. The mission of the College is fulfilled only to the degree that it liberates students from self-absorption, parochial ideas, and unexamined beliefs, replacing these with concern and compassion for others, an appreciation of things past or unfamiliar, and a capacity for critical thought. Although this mission shapes all of the courses and many of the activities at Loyola, it is manifested most clearly in the core curriculum.

Sharpness and versatility of mind have always been the hallmarks of a Jesuit education. It is in large measure the core that affords students an opportunity to begin developing these skills, which are deepened and refined by the rest of the curriculum.

Both long tradition and the needs of contemporary life mandate the ability to communicate effectively and elegantly as a primary goal of liberal education. Therefore, writing plays a central role in the core curriculum.

An important goal of a liberal education is familiarity with the history, the great literature, the central scientific paradigms, the primary philosophical and theological ideas, and the central debates of the Western cultural heritage. Such familiarity, along with the knowledge of a foreign language, helps to set a foundation for examinations of the ideas and mores of other cultures.

Students need a global perspective and a sensitivity to and appreciation for the rich diversity of traditions and perspectives that constitutes our world. Such an understanding of diversity helps to challenge cultural assumptions and fundamental categories, developing a broader, more cosmopolitan view.

A Loyola graduate should be able to think critically and analytically, to reason mathematically, and to understand the methodology of disciplines in both the natural and social sciences. Yet, the unifying objective of the core curriculum extends beyond the provision of fundamental knowledge to the setting of the foundations of intellectual, moral, and spiritual excellence. A liberal education in the Jesuit tradition seeks, ultimately, to provide a rigorous intellectual foundation for religious faith, for the development of moral convictions, for a life of continuous learning and action in service of that faith and those convictions, for an appreciation of the responsibilities of privilege, and for the continued cultivation of a solidarity with the least advantaged in our world.

In addition, the Senate approved the following recommendation concerning Educational Aims and the Core:

"The Senate adopts the nine broad undergraduate educational aims as learning aims for the core curriculum, with the understanding that these aims are to be viewed in the context of the overall mission of the College and the statement of purposes of the core. These aims are an interconnected set of specifications expressing the distinctiveness of Loyola education. As such, they apply to the core as a whole. The Senate also asks the Core Review Committee to refine, as necessary, these nine aims as they pertain to the core."

Study Abroad And The Core

1) What key challenges with Study Abroad are being addressed or need to be addressed ?

All departments and Faculty are very supportive of our study abroad programs. We send our students abroad so they can discover different educational cultures and experience how other students throughout the world also receive an excellent but very different education. We can't, nor should we, ask our partners abroad to teach exactly what we teach in the same way we teach.

The considerable educational value of studying various academic subjects abroad at carefully selected foreign institutions should not be taken away from our students because a university abroad does not offer the exact same courses we offer or does not teach in the exact same manner that we teach at Loyola.

The educational aims of our College and our departments must guide our course approval philosophy if we want to preserve the flexibility required to offer a truly international education to our students.

In order to find enough courses to take abroad, students need to be able to take some core, major and minor courses as well as some electives.

Students cannot study abroad if they can only take major courses and electives. They must be able to take some core courses.

Students who finish their core courses before their Junior year cannot study abroad.

If departments do not allow our students to take some core courses abroad our students will not be able to study abroad.

When a department does not allow students to take a core requirement abroad, it backfires on the other departments as more and more students end up taking abroad the few core courses that are approved.

2) Most importantly which of these issues should the Core Review Committee take up as its charge: "Recommend a workable strategy on how study abroad and the core interact with one another". (2) is the key goal.

The educational aims of our College and our departments should guide our course approval philosophy. We want our students to experience and understand a different educational tradition of excellence. We do not want to duplicate Loyola abroad but demonstrate how our educational aims are open to other traditions and cultures.

The Core Review Committee could:

- a) Make sure core courses offered abroad serve the College's educational aims
- b) Make sure the core courses offered abroad are of good academic quality
- c) Make sure the core courses offered abroad are different from the courses offered on campus, that they truly offer a different educational experience and, at the same time serve our College's educational experience
- d) Make sure the College's educational aims suffer neither from the poor quality of a course offered abroad, nor from a department's possible and excessive desire to simply duplicate abroad a course already offered on our campus.

- e) Make sure all departments take full advantage of our partnerships with many foreign universities and that not only 3 or 4 departments open their core courses to international education.
- f) Investigate how sending students abroad enables Loyola College to recruit more resident students who end up taking more core courses on our campus.

3) Core Courses approved or denied abroad:

Most Frequently approved core courses:

2nd English (more restricted for non-Loyola programs and affiliations)
 2nd History
 2nd Theology (more restricted than the others)
 2nd Philosophy
 Ethics (except business Ethics, see below)
 2nd Modern Language (104)? With new departmental policy (January 2006)

Most Frequently denied core courses:

1st Philosophy
 1st Theology
 2nd Social Science (Sociology)
 Business Ethics
 Natural Science
 Mathematics

Always denied:

Fine Arts core (always denied)
 1st Modern Language (101) (always denied for the core)
 2nd Modern Language (104) This is changing with new departmental policy
 1st Social Science (Political Science; Sociology - always denied)
 2nd Political Science (always denied)
 Honors Ethics

4) Percentage of majors abroad (see attached statistics)

5) Percentage of course courses taken by our students abroad:

Rough estimates only. It is for now impossible to get exact figures to answer this question.

Alcalá Fall:	30%	Amsterdam:	10%	Copenhagen:	40%
Alcalá Spring:	40%	Barcelona:	10%	Paris:	40%
Bangkok:	40%	Buenos Aires:	20%	Florence	
Beijing:	40%	Osaka:	15%	Rome (Duke)	0%
Cork:	40%	Koblenz:	40%	Rome (Chicago)	40%
Newcastle:	50%	Wernigerode	40%	London	45%
Leuven:	50%	La Rochelle	20%	Madrid	40%
Melbourne:	65%	Montpellier	40%	Prague	40%
Rome:	55%	Santiago	45%	Dublin	40%

General average: 36.1%

Average for are larger/main programs: 45.5%

**Divisional Learning Aims
Senate Report
October 2006**

October 16, 2006

**REPORT TO THE ACADEMIC SENATE FROM THE CORE REVIEW
COMMITTEE CONCERNING DIVISIONAL LEARNING AIMS**

In the Academic Senate's charge to the Core Review Committee, we were asked to determine if there were particular learning aims that applied to each academic division within the core, i.e. to the natural sciences, the social sciences, and the humanities. During the fall of 2005 representatives from the Core review Committee met with faculty in each division to discuss aims appropriate to that division. In the case of the social sciences and the natural sciences this procedure was rather straight-forward. After meeting with the faculty, the committee generated a list of learning aims, distributed the list of comments and responses, and modified the aims in response to feedback. These aims were included in the last report from the committee to the Academic Senate. They were discussed at the Senate, and some additions were proposed. Most notable was a concern that some reference to the relation between faith and reason be a part of the natural science aims.

The work on the humanities learning aims was a more complex process. This is in part because the humanities requirements in the core are more department and course specific than in the other two divisions and in part because humanities departments have responsibility for a much larger proportion of the core than the other two divisions. In addition to conducting open meetings with humanities faculty, the chair of the Core Review Committee met with the humanities chairs at a meeting of the Steering Committee of the Center for the Humanities to discuss the learning aims and to encourage the humanities departments to consider the contribution that humanities courses could make to each of the nine undergraduate learning aims which had been approved by the Senate for the core as a whole. As a result of that meeting, the humanities chairs drafted a memo to the Core Review Committee. The committee used that document and the result of faculty discussions to draft the proposed learning aims for the humanities.

Aims for all three divisions were distributed to the arts and sciences chairs prior to their September meeting. The aims were discussed at that meeting, both in general with all chairs participating, and in sub-groups by division. The committee made further modifications to the aims as a result of those discussions.

There are several things that the committee kept in mind in the development of these learning aims. We think it is useful to keep these issues in mind throughout the process of discussing and adopting the aims. First, the committee has taken these "divisions" from the current Catalogue description of the Core: "A liberal arts education requires that students take courses in the humanities, natural sciences, social sciences, and mathematical sciences." These are historically contingent categories. They are also used at Loyola for non-curricular ends (e.g., to divide up faculty representatives to governance bodies). Some faculty may wish to propose radically different divisions - and therefore radically different divisional learning aims. The committee would welcome any concrete

proposals, but for now the committee is focused on the Senate charge, which presumes existing divisions.

Second, there are aims that transcend divisional boundaries, aims that properly belong to every course in the core, or, indeed, to every course at the college. These include many of the aims that come under the headings of Intellectual Excellence, Critical Understanding, and, to a certain extent, Eloquentia Perfecta. For example, every course at the college should have as one of its aims helping our students to obtain the ability to use speech and writing effectively, logically, gracefully, persuasively and responsibly. Insofar as divisional aims are related to such common aims, they specify how those common aims are further delimited in that division. The Core Review Committee has taken the Senate charge asking that divisional aims be "derived from" core aims in a broad sense (as streams derive in diverse ways from rivers [see the Oxford English Dictionary on *de-river*]) rather than in a narrower sense (e.g. where "to derive" means "to infer from" or "to deduce from"). This is particularly true of the natural science aims, which provide additional detail of the subdivisions of intellectual excellence and critical thinking addressed by core mathematical and natural science courses.

Third, it will be important at some point to ask how these divisional learning aims will be used. The Senate has asked the Core Review Committee to make recommendations for how to engage in "ongoing review of the core". The Committee has yet to discuss part of its charge among each other, or with faculty. However, it seems plausible that the faculty responsible for ongoing review will use these divisional learning aims to determine which core courses are eventually "counted as" core courses in the different divisions. This in all likelihood would happen differently for different divisions. The natural sciences and social sciences currently have a distributional requirement. In the future, it would make sense to ask how any such natural science or social science core course addresses which of the attached core aims — although the Committee has no position on whether every core course should include each of the attached aims, or some subset. The humanities core courses are often not distributional; they require specific courses (EN 101, HS 101, ML 103/104, PL 201, TH 201, WR 100). Also, a much larger number of courses are assigned to humanities departments than to the other divisions. Of the eighteen courses that comprise the average undergraduate core, thirteen belong to the humanities, broadly defined. So, taken as a whole, the humanities departments must assume a much greater responsibility for addressing the core learning aims than the other divisions. It should not then surprise us if the learning aims in the humanities division are broader and more comprehensive than those of the other two divisions. The Committee doubts that every humanities course will fill every one of the learning aims described for the humanities "as a whole". Indeed, we have explicitly stated that this is contrary to our intent. But the issue of how these humanities learning aims apply to humanities core courses will be on the future agenda of ongoing review of the core, rather than the current agenda.

SOCIAL SCIENCE LEARNING AIMS

The social sciences aim to provide a framework for understanding ourselves and the interrelations between other individuals, groups, organizations, societies, governments, and cultures. The study of the Social Sciences is a blend of practical, scientific thinking and awe-filled wonder at the intricacies and mysteries of humanity. It teaches respect for humankind as well as humility in the face of that which we do not yet understand. In addition to understanding the historical and theoretical foundations of the social sciences, our students will grasp the dynamic and evolving nature of the discipline. Promoting life long learning and service as leaders requires that students understand the methods of scientific and scholarly inquiry in the Social Sciences and how these methods are applied to advance our understanding in these fields. Our students will understand the influence of society and culture on personality, individual differences, and performance. Similarly, our students will appreciate the impact their actions may have on others and society as they prepare to lead, learn, serve, and address social justice issues in a diverse and changing world. In addition, a Loyola student should be able to discern sound and valid arguments that he/she and others may put forth. At a minimum, a Loyola student who completes the Social Science portion of the Core Curriculum should be able to think critically and independently about him or herself, other individuals, groups, organizations, societies, governments, and cultures of the world and the relationships between and among these entities, within the context of at least one of the social science disciplines.

1. Students will develop their curiosity about the social world and develop a life long interest in understanding how individuals are shaped by society and how they shape society.
2. Students will explore the central ideas that form the foundation for modern social science. They will understand and appreciate historical, cultural, political, economic, global, and moral perspectives (with an emphasis on issues related to social justice and diversity) and how these perspectives have influenced the understanding of human behavior and action in social contexts.
3. Students understand the inquiry processes that support knowledge formation in the social sciences including: methods, limitations, how questions are framed, how data are acquired, how arguments are constructed, and conclusions reached.
4. Students will learn the power of social science methods, the use of quantitative and qualitative methods and reasoning, and the various ways these methods are integrated.

NATURAL AND MATHEMATICAL SCIENCES LEARNING AIMS

The sciences, especially as embedded in Western cultures, have provided an extremely useful and successful framework for us to understand ourselves and our environment. An understanding of humanity's relationship to the natural world is crucial for our students as we look towards the future. Our students need to gain some understanding of the major ideas and theories of science as well as the methodologies of scientific inquiry in order to be able to address important questions for themselves as individuals and citizens. Our students need to become critical consumers of scientific information of all kinds that is purveyed through various media so that, at a minimum, they can discern sound and valid arguments. In our increasingly interconnected and dependent world, this is crucial for personal and public decision-making that will bear on the future of life on our planet.

The sciences, through their divisional meetings and discussion with the chairs have developed learning aims in four areas:

1. Students develop their innate curiosity about the natural world and take a life-long interest in science news and advancements.
2. Students explore the one or more of the central ideas that form the foundation for modern science at a greater depth than presented in high school.
3. Students understand the process of science - its methodology, how questions are framed, how data are acquired, how arguments are constructed and conclusions reached. In this context, students should learn what science is *not*, have the ability to recognize and reject pseudoscientific claims, and have the ability to recognize when conclusions are drawn that overreach or transcend the limits of scientific materialism. Students also should understand the relationship between science and technology and how the results of scientific discovery can be applied to the needs of society. Because the process of science is intrinsically experiential, every Loyola student should have an opportunity to have success with the experimental method.
4. Students learn to reason mathematically, and to think critically and analytically through quantitative analysis, symbolic logic, and mathematical/statistical methods. Because of the close interrelationship between science and math, in each science course in the core students will achieve a better understanding of the power of mathematical and statistical tools used in the particular discipline.

Faculty at the divisional meetings supported the idea that courses in the natural and physical sciences in the Loyola core should be designed so that at a minimum each course should seek to engage students with topics that interest them, and teach one or more of the central foundational ideas on which science is built. In addition, because of the close interrelationship between science and math, all science courses in the core should include mathematical, quantitative and/or statistical analysis and interpretation as an important component of the course.

HUMANITIES LEARNING AIMS

The following learning aims follow the format of the Undergraduate Learning Aims. The Core Review Committee, in endorsing the Undergraduate Learning Aims as the aims of the core, has consistently taken the position that these aims, while applicable to the core as a whole, were not applicable to each and every course within the core. We argued that each of the seventeen or more courses in the core would address a sub-set of these aims, but that the overall result (the core gestalt, if you will) would address them all. The same reasoning applies to this list of humanities learning aims. Individual humanities courses will address a subset of the aims, but a student completing the humanities core will find all of the aims addressed in the course of her undergraduate core education.

1. Students will advance in the formation of intellectual excellence, conceived through the cultivation of: a perspective and appreciation for the past; the skills of reading and analyzing arguments; the ability to lodge, probe and respond to rational arguments; the analysis, weighing and marshalling of evidence; the manifestation of appropriate degrees of skepticism and consent and the practical wisdom needed to order all of these skills and abilities toward a desired and defensible end.
2. Students will write in many different forms such as analytical papers on tests, research papers using primary and secondary source material to construct an argument, creative writing that directly allows students to express their own voices. Students learn that they must meet a standard of eloquence before their ideas can be taken seriously.
3. Students learn the nature of questions the various disciplines in the humanities raise and are challenged to voice their opinions in class. Participation in class discussions develops in them better habits of presenting ideas with clarity and defending arguments with conviction.
4. Students learn the place that the appreciation of beauty holds within the humanist tradition, develop an understanding of the many definitions of beauty, and grow both in critical appreciation of beauty and in the ability to articulate the ground of that appreciation.
5. Students come to understand the widespread incompatibility of many notions of leadership, and to appreciate how those diverse notions arise from and require particular social and political arrangements.
6. Students enter into the ongoing discussion of the relation of the college to the specific beliefs and practices of the Society of Jesus and Catholicism more generally.
7. Students think about their own culture and learn, through acquiring knowledge about cultures other than their own, to understand and value the diversity of human experience.
8. Students come to an awareness of the great moral issues of our time (e.g. the value of human life, poverty, racism, genocide, war and peace, religious tolerance and

intolerance, the defense of human rights, the environmental impact of human activity) and an understanding of the complexity of thought and opinion that attends these issues.

9. In all of the above aims, students are expected to ask and answer questions about God, about justice, and about civic good. They are expected to evaluate information so as to judge its veracity in an informed fashion. Such expectations promote discussions about individuals and their communities and such discussions assist students in living a more examined life.

Senate Report

October 2007

CORE REVIEW COMMITTEE

CONCLUSIONS AND RECOMMENDATIONS

PORTFOLIO PROJECT

- Significant findings:
 - Some aims are easier to find than others
 - Portfolio project leads to an appreciation of the integrative aspects of the core
 - Students were not familiar with learning aims at the start of the project
- Questions and concerns:
 - Relation of many first year classes to high school work
 - Large core + major + minor + study abroad = limited opportunities to explore new areas
 - Foreign language requirement
 - Relation of study abroad, transfer credits and other college policies to core
- General Observations:
 - Engagement with undergraduate aims extends beyond core to major and various extra-curricular activities

One Student's Observation

- "My experience with the core curriculum at Loyola College shows that it is able to successfully integrate each of the learning aims into a whole. Different classes have addressed different learning aims, and by the completion of the core requirements I have a collection of experiences which show my exposure to almost all of the learning aims.
Through this project I have found that not only have I been exposed to these learning aims once, but many times. I learned several of these aims together and in multiple classes."

Student Survey

- Noteworthy findings (positive perceptions):
 - Better at evaluating claims based on documentation and logical coherence
 - Relate material in my discipline to other disciplines
 - Interested in pursuing new ideas
 - Improved writing skills
 - Improved understanding of the Jesuit mission
 - Think about issues of who has privileges
 - Developed ability to work with others
 - Enhanced awareness of development of whole person—mind, body, spirit

Student Survey

- Noteworthy findings (less able to):
 - Use information technology in research and problem-solving
 - Mathematical skills
 - Public speaking skills
 - Explain fundamental religious beliefs
 - Deepen sense of solidarity with disadvantaged in society
 - Greater personal commitment to work to reduce inequalities
 - Expression of the appreciation of beauty
 - Deepened understanding of what makes something beautiful

Issues and Recommendations

- Awareness and application of aims
- Integration of core courses
- Size of the core and flexibility
- Ongoing assessment

Awareness and Application of Aims

- Individual faculty teaching in the core should give careful thought to which of the aims can be addressed within their classes and how they will be addressed
- Students should be made aware of these aims both in the syllabus and in class discussions during the course of the semester

Awareness and Application of Aims

- The college needs to continue to support faculty development initiatives emphasizing the ways in which Ignatian pedagogy can be employed.
- Faculty should design classroom exercises that prompt students to reflect on the ways in which their classroom experience has enriched their appreciation of the learning aims.

Integration of Core Courses

- Faculty Development
 - Encourage curricular and course experimentation
 - Initiatives should be supported that encourage cross-disciplinary pedagogical activity
 - A reading group for faculty on core texts

Integration of Core Courses

- Curricular Initiatives

- Support for individual and team-taught interdisciplinary courses in the core
- Linked courses, on the model of Collegium, featuring an overlapping curriculum and a living-learning community
- Writing across the curriculum and in the disciplines
- Attention to math, statistical and quantitative reasoning across the curriculum

Integration of Core Courses

- Student Development
 - Increased emphasis on ties between classroom activities and extra-curricular initiatives (e.g., service learning)
 - Collaborations with student development offices

Size of the Core

- Initial question: Is the core too big?
 - Comparison with other Jesuit schools
 - Range is from 21 (Xavier, Creighton) to 11 (Gonzaga, San Francisco)
 - Median and mode are 18
 - Derek Bok: There is no agreed upon metric to determine the effectiveness of any curriculum—core, gen-ed, "great books", etc.

Size of the Core

- Possible change
 - Treat the second course requirement in the Humanities as a distribution requirement, and require three rather than four additional courses in HS, EN, PL, TH.
- Rationale for the Change
 - Encourage broad curiosity
 - Give professional programs more flexibility

Assessment

- Need for an ongoing committee
 - Review the alignment of departmental aims with core aims
 - Examine the multiple assessment instruments departments use to determine their success in achieving core aims
 - Determine whether students completing the core curriculum have advanced in their intellectual, social, and moral development (as described in the learning aims)
 - Administrative support for both on-going and periodic core review

Some Possible Instruments for Assessment

- Survey
 - Improvement of current student and faculty survey
 - Development of alumni and employer surveys
- Portfolio project
- Class reflection assignments
- Entrance/Exit Work

Senate Report

June 2007

21 June 2007

TO: Academic Senate

FROM: Core Review Committee

ABOUT: Aligning Student Learning Aims. (Table II Revised from 16 October 2006 edition after the Academic Senate revised divisional learning aims in January - March 2007.)

The Academic Senate charged the Core Review Committee (CRC) with fostering a conversation about the core curriculum, including a conversation about the alignments (connections, relationships) between the Undergraduate Educational Aims, the Core Purposes, and the student learning aims of the different divisions of the College in the Core. Attached are Tables showing these alignments (connections, relationships) between the student learning aims thus far. Table I shows the alignments between the Undergraduate Learning Aims and the Core Purposes. Table II shows the alignments between the Undergraduate Learning Aims and the Divisional Aims.

These Tables clearly embody unsolved problems in relating these different levels of student learning aims. Here are three of the problems that need solving in the future.

First, the Senate-approved Plan for Assessment (PA) notes that learning aims can embrace "multiple dimensions such as knowledge, cognitive skills, behaviors, achievements, attitudes, and values" (pp. 4, 7). Sometimes PA speaks more simply of assessing the trilogy of "knowledge, skills, and dispositions" (familiar to assessment gurus from Bloom's taxonomy of learning aims). But PA proposes no single way of articulating the "multiple dimensions" of student learning. Not surprisingly, the attached Tables also have such multiple dimensions, not always neatly sorted out. For example, the enclosed Tables may have goals that are simultaneously knowledge, behavior, and dispositions. Or they may align cognitive skills on one level with behaviors or values on another level. Is "awareness" a cognitive and/or an other sort of disposition? Is "commitment" a disposition and/or a behavior? Future conversations should not assume that the meaning of these basis concepts is settled.

Second, PA (like Middle States) seeks a set of student educational or learning aims (1) for the College, (2) for programs within the College (core, major, minor, interdisciplinary, Alpha, Honors, and so forth), and (3) for specific courses within those programs. These aims need to be aligned, connected, or related. But it is not always clear what "aligned" (connected, related) means. Middle States requires that "institutions must articulate statements of expected student learning at the institutional, program, and individual course levels", suggesting that these are different levels of "specificity" -- that is, the goals on the higher level will be less specific than those on the lower levels. But Middle States also says that "institutions can be flexible in their approach to defining student learning at these different levels, such as repeated goals (some general education goals, for example) across programs or defining the goals at the institutional or program level as being a synthesis of the goals set at the program and course levels" (Characteristics of Excellence, p. 51). An institution's "curriculum may address particular learning outcomes in different complementary or overlapping courses and programs" (Student Learning Assessment, p. 19). There is a great deal of such "flexibility" on these Tables.

Third, the student learning aims on these Tables are often lengthy. Does the length mark the complexity of challenging student educational/ learning aims, a lack of consensus on more focused aims, and/or the need for some simple editing? Are we investing the core curriculum with responsibility for too many aims, or recognizing the complexity and diversity of the aspirations of higher education?

These unsolved problems should not be surprising. The Senate charged us not only with

delivering aligned aims but also generating a conversation among faculty about these matters. This is the faculty's first attempt to articulate a set of learning aims aligned on several levels. It will take time and patience for this conversation to mature. After all, what we are interested in is not a mere Table but actually relating (connecting, aligning) the student learning to which we aspire in the College as a whole, our divisions, and eventually our fields and departments. We need to align (or re-align) our relationships with each other before and as we continue to align our student learning aims. But the CRC cannot solve these problems while we are moving on to assessment of the core. Once we complete our assessment snapshot, we will return to the Senate with a recommendation on the next steps to take in solving these problems.

Table I

2001 UNDERGRADUATE EDUCATIONAL AIMS	2005 PURPOSES OF THE CORE CURRICULUM
Intellectual Excellence	
appreciation of and passion for intellectual endeavor and the life of the mind	<i>a capacity for critical thought, to think critically and analytically,</i>
appreciation of and grounding in the liberal arts and sciences	<i>all students bring a shared foundation in the liberal arts to their specialized studies as a result of their work in the core program</i>
excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge	<i>all students bring a shared foundation in the liberal arts to their specialized studies as a result of their work in the core program</i>
habits of intellectual curiosity, honesty, humility, and persistence	not only to <i>the transmission of knowledge</i> but also to <i>the development of particular qualities of mind and character.</i> <i>to develop the sharpness and versatility of mind</i> which have always been the hallmarks of a Jesuit education.
Critical Understanding: Thinking, Reading, and Analyzing	
the ability to evaluate a claim based on documentation, plausibility, and logical coherence	<i>. . . the central scientific paradigms, the primary philosophical and theological ideas, and the central debates of the Western cultural heritage. Such familiarity, along with the knowledge of a foreign language, helps to set a foundation for examinations of the ideas and mores of other cultures. A Loyola graduate should be able to think critically and analytically, to reason mathematically, and to understand the methodology of disciplines in both the natural and social sciences.</i>
the ability to analyze and solve problems using appropriate tools	
the ability to make sound judgments in complex and changing environments	

freedom from narrow, solipsistic, or parochial thinking	<i>it liberates students from self-absorption, parochial ideas, and unexamined beliefs,</i>
the ability to use mathematical concepts and procedures competently, and to evaluate claims made in numeric terms	<i>To reason mathematically</i>
the ability to find and assess data about a given topic using general repositories of information, both printed and electronic	
the ability to use information technology in research and problem solving, with an appreciation of its advantages and limitations	
Eloquentia Perfecta	
the ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly	<i>the ability to communicate effectively and elegantly as a primary goal of liberal education. Therefore writing plays a central role in the core curriculum.</i>
critical understanding of and competence in a broad range of communications media	<i>the ability to communicate effectively and elegantly as a primary goal of liberal education</i>
competence in a language other than one's own	<i>with the knowledge of a foreign language,</i>
Aesthetics	
an appreciation of beauty, both natural and man-made	
a cultivated response to the arts, and the ability to express oneself about aesthetic experience	Familiarity with "great literature"
Leadership	
an understanding of one's strengths and capabilities as a leader and the responsibility one has to use leadership strengths for the common good	
a willingness to act as an agent for positive change, informed by a sense of responsibility to the larger community	
Faith and Mission	
an understanding of the mission of the Catholic university as an institution dedicated to exploring the intersection of faith and reason, and experience and competence in exploring that intersection	<p><i>the unifying objective of the core curriculum extends beyond the provision of fundamental knowledge to the setting of the foundations of intellectual, moral, and spiritual excellence.</i></p> <p><i>To provide a rigorous intellectual foundation for religious faith, for the development of moral convictions, for a life of continuous learning and action in service of that faith and those convictions.</i></p>

	... "theological ideas"
an understanding of the mission of the Society of Jesus and of the religious sisters of Mercy, especially of what it means to teach, learn, lead, and serve "for the greater glory of God."	
a habit of thoughtful, prayerful, and responsible discernment of the voice of God in daily life; a mature faith	
habits of reflection in solitude and in community	
a commitment to put faith into action	<i>a rigorous intellectual basis for the development of moral convictions, and for a life of continuous learning and action in service of those convictions.</i>
Promotion of Justice	
an appreciation of the great moral issues of our time: the sanctity of human life, poverty, racism, genocide, war and peace, religious tolerance and intolerance, the defense of human rights, and the environmental impact of human activity	<i>setting of the foundations of intellectual, moral, and spiritual excellence.</i>
commitment to promote justice for all, based on a respect for the dignity and sanctity of human life	<i>a rigorous intellectual basis for the development of moral convictions, and for a life of continuous learning and action in service of those convictions</i>
commitment to and solidarity with persons who are materially poor or otherwise disadvantaged	
Diversity	
recognition of the inherent value and dignity of each person, and therefore an awareness of, sensitivity toward, and respect for the differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities	<i>concern and compassion for others, an appreciation of things past or unfamiliar,</i> <i>liberates students from self-absorption, parochial ideas, and unexamined beliefs,</i> <i>examinations of the ideas and mores of other cultures.</i>
awareness of the structural sources, consequences, and responsibilities of privilege	<i>An appreciation of the responsibilities of privilege, and for the continued cultivation of a solidarity with the least advantaged in our world.</i>
awareness of the global context of citizenship and an informed sensitivity to the experiences of peoples outside of the United States	<i>Students need a global perspective and a sensitivity to and appreciation for the rich diversity of traditions and perspectives that constitutes our world. Such an understanding of diversity helps to challenge cultural assumptions and fundamental categories, developing a broader, more</i>

	<i>cosmopolitan view</i>
awareness of the multiplicity of perspectives that bear on the human experience, and the importance of historical, global and cultural context in determining the way we see the world	
Wellness	
attentiveness to development of the whole person--mind, body, and spirit	<i>Not only to the transmission of knowledge but also to the development of particular qualities of mind and character</i>
ability to balance and integrate care for self and care for others	<i>Replacing self-absorption, parochial ideas, and unexamined beliefs with concern and compassion for others, appreciation for things past or unfamiliar, and a capacity for critical thought</i>
understanding the importance of productive and responsible use of leisure time	
Freedom from addictive behaviors	
	<i>To understand the methodology of disciplines in both the natural and social sciences.</i>
	<i>familiarity with the history, the great literature, the central scientific paradigms, the primary philosophical and theological ideas, and the central debates of the Western cultural heritage [for other cultural heritages, see quotes next to "Diversity " above]</i>

TABLE II

Divisional Learning Aims ► Undergraduate Educational Aims)1 	Humanities. (Approved by Academic Senate 13 March 2007).2	Natural and Mathematical Sciences (Approved by Academic Senate 23 January 2007)	Social Sciences (Approved by the Academic Senate 6 February 2007)
Intellectual Excellence			
appreciation of and passion for intellectual endeavor and the life of the mind	1. Students advance in the formation of intellectual excellence, conceived through the cultivation of: a perspective on and appreciation for the past; the skills of reading and analyzing arguments; the ability to lodge, probe and respond to rational arguments; the analysis, weighing and marshalling of evidence; the manifestation of appropriate degrees of skepticism and consent and the practical wisdom needed to order all of these skills and abilities toward a desired and defensible end.	1. Students develop their innate curiosity about the natural world and take a life-long interest in science news and advancements Conclusion:... each course should seek to engage students with topics that interest them.. ..	1.Students think critically and independently about themselves, other individuals, groups, organizations, societies, governments, and cultures of the world and the relations between and among these entities, within the context of at least one of the social science disciplines. 2.Students develop their curiosity about the social world and develop a life long interest in understanding how individuals are shaped by society and how they shape society.
appreciation of and grounding in the liberal arts and sciences	See 1 above	See 1 above	See 2 above.
Excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge	3. .Students learn the nature of questions the various disciplines in the humanities raise and the different methods these disciplines use to refine and answer these questions..	See 1 above. 2. Students explore one or more of the central ideas that form the foundation for modern science.	3.Students explore the central ideas that form the foundation for modern social science. They understand how various social forces (such as historical, cultural, political, economic, global, moral, religious) shape human behavior and action.

1 "The Senate adopts the nine broad undergraduate educational aims as learning aims for the core curriculum, with the understanding that these aims are to be viewed in the context of the overall mission of the College and the statement of purposes of the core. These aims are an interconnected set of specifications expressing the distinctiveness of Loyola education. As such, they apply to the core as a whole."
(Approved by the Academic Senate December 2005)

2 Introduction: "It should be clear that no single core course can accomplish the aims set out here, and that each course in the humanities core can only contribute to the achievement of a subset of these aims. It is our intent, however, that a student completing the entire humanities core, will have achieved these aims."

Divisional Learning Aims ► Undergraduate Educational Aims)1 	Humanities. (Approved by Academic Senate 13 March 2007).2	Natural and Mathematical Sciences (Approved by Academic Senate 23 January 2007)	Social Sciences (Approved by the Academic Senate 6 February 2007)
habits of intellectual curiosity, honesty, humility, and persistence	See 1 above	See 1 above	See 2 above. Introduction: The study of the Social Sciences teaches respect for humankind as well as humility in the face of that which we do not understand
Critical Understanding: Thinking, Reading, and Analyzing			
the ability to evaluate a claim based on documentation, plausibility, and logical coherence	See 1 above	See 1 & 2 above, 3 & 4 below. Preface: Our students need to acquire the skills to critically analyze scientific information of all kinds that is purveyed through various media so that, at a minimum, they can recognize sound and valid arguments.	See 1 and 2 above, 3 and 4 below
the ability to analyze and solve problems using appropriate tools	See 1 above	3. Students understand the process of science - its methodology, how questions are framed, how data are acquired, how arguments are constructed and conclusions reached. In this context, students should learn what science is <i>not</i> and have the ability to recognize and reject pseudoscientific claims. In addition, students should also have the ability to recognize the limits of science. Students also should understand the relationship between science and technology and how the results of scientific discovery can be applied to the needs of	4. Students understand the inquiry processes that support knowledge formation in the social sciences including: methods, limitations, how questions are framed, how data are acquired, how arguments are constructed, and conclusions reached. Introduction: The study of the Social Sciences teaches respect for humankind as well as humility in the face of that which we do not understand

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		society. Students should learn the linkage between experimental methodology and scientific content.	
the ability to make sound judgments in complex and changing environments	See 1 above	See 3 above	See 4 above
freedom from narrow, solipsistic, or parochial thinking	See 1 above as well as 7 and 8 below	See 1 above	See 1 & 2 above
the ability to use mathematical concepts and procedures competently, and to evaluate claims made in numeric terms	XXX	4. Students learn to reason mathematically, and to think critically and analytically through statistical or mathematical methods. Because of the close interrelationship between science and math, in each science course in the core students will achieve a better understanding of the power of mathematical and statistical tools used in the particular discipline.	5. Students will learn the power of social science methods, the use of quantitative and qualitative methods and reasoning, and the various ways these methods are integrated.
the ability to find and assess data about a given topic using general repositories of information, both printed and electronic	See 2 below	See 3 above.	See 4 above. 5. Students learn the power of social science methods, the use of quantitative and qualitative methods and reasoning, and the various ways these methods are integrated.
the ability to use information technology in research and problem solving, with an appreciation of its advantages and limitations	See 2 and 3 below	See 3 above. 5. Students learn how recent technological advances have facilitated and accelerated scientific inquiry. They gain a realistic understanding of	See 4 above.

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		the potential and limitations of computation	
Eloquentia Perfecta			
the ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly	2. Students learn that they must meet a standard of eloquence before their ideas can be taken seriously. Students write in many different forms such as analytical papers, research papers using primary and secondary source material to construct an argument, creative writing that directly allows students to express their own voices. Students are challenged to voice their opinions and defend those opinions with evidence and rational argument. They develop better habits of rhetorical technique, presenting ideas with clarity and defending arguments with conviction. Students develop an understanding and appreciation of the expressive and communicative possibilities of the visual and performing arts.	xxx	xxx
Critical understanding of and competence in a broad range of communications media	XX or see 3. Students learn the nature of question the various disciplines in the humanities raise and the different methods these disciplines use to refine and answer these	See 3 above	See 4 above

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	questions.		
competence in a language other than one's own	See 7 below	XX	XX
Aesthetics			
an appreciation of beauty, both natural and man-made	See 2 above. 4. Students learn the place that the appreciation of beauty holds within the humanist tradition, develop an understanding of the many definitions of beauty, and grow both in critical appreciation of beauty and in the ability to articulate the ground of that appreciation.	See 1 above	XX
a cultivated response to the arts, and the ability to express oneself about aesthetic experience	See 4 above.	XX	XX
Leadership			
an understanding of one's strengths and capabilities as a leader and the responsibility one has to use leadership strengths for the common good	5. Students come to understand that there are many notions of leadership, and that they are not all compatible, as well as, how those diverse notions arise from and are sustained by particular social and political structures.	XX	Introduction: Similarly, our students will appreciate the impact their actions may have on others and society as they prepare to lead, learn, serve, and address social justice issues in a diverse and changing world
a willingness to act as an agent for positive change, informed by a sense of responsibility to the larger community	See 5 ("informed by a sense of responsibility to the larger community") above and 8 ("awareness of the great moral issues of our time") below	See 3 above.	Introduction:

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Faith and Mission			
an understanding of the mission of the Catholic university as an institution dedicated to exploring the intersection of faith and reason, and experience and competence in exploring that intersection	6. Students enter into the ongoing discussion of the relation of the college to the specific beliefs and practices of the Society of Jesus and Catholicism more generally	See 3 above (students should learn what science is <i>not</i> , have the ability to recognize and reject pseudoscientific claims. In addition, students should also have the ability to recognize the limits of science)	6.Students reflect upon the implications of social scientific knowledge for issues such as community, social justice, diversity, service, and faith and mission, as well as the interrelation among them
an understanding of the mission of the Society of Jesus and of the religious sisters of Mercy, especially of what it means to teach, learn, lead, and serve "for the greater glory of God."	See 6 in row above. 9. Students ask and answer questions about God, about justice, and about civic good. They evaluate information so as to judge its veracity in an informed fashion. They engage in discussions about individuals and their communities and such discussions assist students in living a more examined life.	XX	Cp. 3 above. Students... understand how various social forces (such as historical, cultural, political, economic, global, moral, religious) shape human behavior and action.
a habit of thoughtful, prayerful, and responsible discernment of the voice of God in daily life; a mature faith	6 (for "mature faith")	XX	XX
habits of reflection in solitude and in community	See 1 above	XX	XX
a commitment to put faith into action	See 9 above ("such discussions assist students in living a more examined life").	XX	XX
Promotion of Justice			

Divisional Learning Aims ► Undergraduate Educational Aims)1 	Humanities. (Approved by Academic Senate 13 March 2007).2	Natural and Mathematical Sciences (Approved by Academic Senate 23 January 2007)	Social Sciences (Approved by the Academic Senate 6 February 2007)
an appreciation of the great moral issues of our time: the sanctity of human life, poverty, racism, genocide, war and peace, religious tolerance and intolerance, the defense of human rights, and the environmental impact of human activity	8. Students come to an awareness of the great moral issues of our time (e.g. the value of human life, poverty, racism, sexism, genocide, war and peace, religious tolerance and intolerance, the defense of human rights, the environmental impact of human activity) and an understanding of the complexity of thought and opinion that attends these issues.	... so that, at a minimum [students] can recognize sound and valid arguments. In our increasingly interconnected and dependent world, this is crucial for personal and public decision making that will bear on the future life of our planet.	See 6 above
commitment to promote justice for all, based on a respect for the dignity and sanctity of human life	See 8 & 9 above	XX	See 6 above.
commitment to and solidarity with persons who are materially poor or otherwise disadvantaged	See 8 above	XX	See 6 above
Diversity			
recognition of the inherent value and dignity of each person, and therefore an awareness of, sensitivity toward, and respect for the differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities	7. Students think about their own culture and learn, through acquiring knowledge about cultures and languages other than their own, to understand and value the diversity of human experience.	XX	See 1 and 2 and 3 above and 6 below. Introduction: ... our students will appreciate the impact their actions may have on others and society as they prepare to lead, learn, serve, and address social justice issues in a diverse and changing world
awareness of the structural sources, consequences, and responsibilities of privilege	8. Students come to an awareness of the great moral issues of our time (e.g. the value of human life, poverty, racism, sexism, genocide, war and peace, religious tolerance and intolerance, the defense of human	XX	See 1 and 2 and 3 and 6 above.

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	rights, the environmental impact of human activity) and an understanding of the complexity of thought and opinion that attends these issues.		
awareness of the global context of citizenship and an informed sensitivity to the experiences of peoples outside of the United States	See 7 and 8 and 9 above.	XX	See 1 and 2 and 3 above.
awareness of the multiplicity of perspectives that bear on the human experience, and the importance of historical, global and cultural context in determining the way we see the world	See 7 and 8 above.	See 1 above.	See 1 and 2 above.
Wellness			
attentiveness to development of the whole person—mind, body, and spirit	See 7 above.	XX	XX
ability to balance and integrate care for self and care for others	See 7 above	.Preface: .. crucial for personal and public decision-making that will bear on the future life of our planet.	See Introduction: The Social Sciences aim to provide a framework for understanding ourselves and the interrelations between other individuals, groups, organizations, societies, governments, and cultures.
understanding the importance of productive and responsible use of leisure time	XX	XX	XX
Freedom from addictive behaviors	XX	XX	XX

Natural Science Divisional Learning Aims

NATURAL AND MATHEMATICAL SCIENCES LEARNING AIMS

The natural and mathematical sciences have provided an extremely useful and successful framework for us to understand ourselves and our environment. An understanding of the natural world is crucial for our students as we look towards the future. Our students need to gain some understanding of the major ideas and theories of science as well as the methodologies of scientific inquiry in order to be able to address important questions for themselves as individuals and citizens. Our students need to acquire the skills to critically analyze scientific information of all kinds that is purveyed through various media so that, at a minimum, they can recognize sound and valid arguments. In our increasingly interconnected and dependent world, this is crucial for personal and public decision-making that will bear on the future of life on our planet.

The sciences, through their divisional meetings and subsequent discussions, have developed learning aims in five areas:

1. Students develop their innate curiosity about the natural world and take a life-long interest in science news and advancements.
2. Students explore one or more of the central ideas that form the foundation for modern science.
3. Students understand the process of science - its methodology, how questions are framed, how data are acquired, how arguments are constructed and conclusions reached. In this context, students should learn what science is *not* and have the ability to recognize and reject pseudoscientific claims. In addition, students should also have the ability to recognize the limits of science. Students also should understand the relationship between science and technology and how the results of scientific discovery can be applied to the needs of society. Students should learn the linkage between experimental methodology and scientific content.
4. Students learn to reason mathematically, and to think critically and analytically through statistical or mathematical methods. Because of the close interrelationship between science and math, in each science course in the core, students will achieve a better understanding of the power of quantitative tools used in the particular discipline.
5. Students learn how recent technological advances have facilitated and accelerated scientific inquiry. They gain a realistic understanding of the potential and limitations of computation.

Faculty at the divisional meetings supported the idea that courses in the natural and physical sciences in the Loyola core should be designed so that at a minimum each course should seek to engage students with topics that interest them, and teach one or more of the central foundational ideas on which science is built. In addition, because of the close interrelationship between science and math, all science courses in the core should include mathematical, quantitative and/or statistical analysis and interpretation as an important component of the course.

Revised and approved by the Academic Senate Tuesday 23 January 2007.

Social Science Divisional Learning Aims

SOCIAL SCIENCE LEARNING AIMS

The Social Sciences aim to provide a framework for understanding ourselves and the interrelations between other individuals, groups, organizations, societies, governments, and cultures. The study of the Social Sciences teaches respect for humankind as well as humility in the face of that which we do not understand. In addition to understanding the historical and theoretical foundations of the social sciences, our students will grasp the dynamic and evolving nature of the discipline. Promoting life-long learning and service as leaders requires that students understand the methods of scientific and scholarly inquiry in the Social Sciences and how these methods are applied to advance our understanding in these fields. Our students will understand the influence of society and culture on personality, individual differences, and performance. Similarly, our students will appreciate the impact their actions may have on others and society as they prepare to lead, learn, serve, and address social justice issues in a diverse and changing world. In addition, a Loyola student should be able to discern sound and valid arguments that he/she and others may put forth.

1. Students think critically and independently about themselves, other individuals, groups, organizations, societies, governments, and cultures of the world and the relations between and among these entities, within the context of at least one of the social science disciplines.
2. Students develop their curiosity about the social world and develop a life long interest in understanding how individuals are shaped by society and how they shape society.
3. Students explore the central ideas that form the foundation for modern social science. They understand how various social forces (such as historical, cultural, political, economic, global, moral, religious) shape human behavior and action.
4. Students understand the inquiry processes that support knowledge formation in the social sciences including: methods, limitations, how questions are framed, how data are acquired, how arguments are constructed, and conclusions reached.
5. Students learn the power of social science methods, the use of quantitative and qualitative methods and reasoning, and the various ways these methods are integrated.
6. Students reflect upon the implications of social scientific knowledge for issues such as community, social justice, diversity, service, and faith and mission, as well as the interrelation among them.

Approved by the Academic Senate Tuesday 6 February 2007

Humanities Divisional Learning Aims

HUMANITIES DIVISIONAL LEARNING AIMS

"What is the use of knowing the nature of quadrupeds, fowls, fishes, and serpents and not knowing or even neglecting the purpose for which we are born, and whence and whitherto we travel." -Petrarch

Even from its origins, Jesuit education has been strongly influenced by the tradition of Renaissance humanism and has looked to the humanities to provide important and enduring lessons and insights to its students. In the great works of literature, in the rhetorical tradition of classical Rome, in the study of history we find a serious and sustained reflection on what it means to be genuinely human, and on the innumerable ways in which we can fail in that task. Today, at Loyola, we include among the humanities not only history, literature and rhetoric, but also philosophy and theology, classics and modern languages, and the performing and visual arts. Each of these disciplines, in its own way, and with its own refined methods, addresses Petrarch's question of the purpose and goal of human life. One might quote Terence as well, who in describing his own work describes the scope of the humanities: "Homo sum: humani nil a me alienum puto." Because the humanities address in a direct way the question of what it means and has meant to be a human being, students studying the humanities come to a clearer and more nuanced understanding of many of the pressing social, moral and religious issues they face and will face in the future. They develop critical and analytical skills in the course of this education, as they learn to sort among conflicting arguments about, and views, portraits and descriptions of aspects of the human condition.

The nine undergraduate learning aims taken as a whole can be read as providing an outline for having students ask (and perhaps even answer) in some detail Petrarch's question. So, in formulating the learning aims for the humanities we have considered the contribution the humanities makes to the intellectual accomplishment of each of the nine aims. We have been conscious in doing so that at present and traditionally a large portion of the core has been devoted to study in the humanities. It should be clear that no single core course can accomplish the aims set out here, and that each course in the humanities core can only contribute to the achievement of a subset of these aims. It is our intent, however, that a student completing the entire humanities core, will have achieved these aims.

1. Students advance in the formation of intellectual excellence, conceived through the cultivation of: a perspective on and appreciation for the past; the skills of reading and analyzing arguments; the ability to lodge, probe and respond to rational arguments; the analysis, weighing and marshalling of evidence; the manifestation of appropriate degrees of skepticism and consent and the practical wisdom needed to order all of these skills and abilities toward a desired and defensible end.
2. Students learn that they must meet a standard of eloquence before their ideas can be taken seriously.
 - Students write in many different forms such as analytical papers, research papers using primary and secondary source material to construct an argument, creative writing that directly allows students to express their own voices.
 - Students are challenged to voice their opinions and defend those opinions with evidence and rational argument. They develop better habits of rhetorical technique, presenting ideas with clarity and defending arguments with conviction.
 - Students develop an understanding and appreciation of the expressive and communicative possibilities of the visual and performing arts.

3. Students learn the nature of questions the various disciplines in the humanities raise and the different methods these disciplines use to refine and answer these questions..
4. Students learn the place that the appreciation of beauty holds within the humanist tradition, develop an understanding of the many definitions of beauty, and grow both in critical appreciation of beauty and in the ability to articulate the ground of that appreciation.
5. Students come to understand that there are many notions of leadership, and that they are not all compatible, as well as, how those diverse notions arise from and are sustained by particular social and political structures.
6. Students enter into the ongoing discussion of the relation of the college to the specific beliefs and practices of the Society of Jesus and Catholicism more generally.
7. Students think about their own culture and learn, through acquiring knowledge about cultures and languages other than their own, to understand and value the diversity of human experience.
8. Students come to an awareness of the great moral issues of our time (e.g. the value of human life, poverty, racism, sexism, genocide, war and peace, religious tolerance and intolerance, the defense of human rights, the environmental impact of human activity) and an understanding of the complexity of thought and opinion that attends these issues.
9. Students ask and answer questions about God, about justice, and about civic good. They evaluate information so as to judge its veracity in an informed fashion. They engage in discussions about individuals and their communities and such discussions assist students in living a more examined life.

APPENDIX E

CORE AT AJCU SCHOOLS

Appendix E
From the Course Catalog

The Core

A liberal arts education requires that students take courses in the humanities, natural sciences, social sciences, and mathematical sciences. These core courses, required of all students regardless of major, introduce students to these areas of study. The core requirements are as follows: (Also refer to each department's catalogue section for specific core requirements.)

<http://www.ajcunet.edu/tier.aspx?bid=54> - Listing of Jesuit Universities in America

Boston College (<http://fmwww.bc.edu/core/courses.html>)

Fine Arts (1), Cultural Diversity (1), History (2), Literature (1), Mathematics (1), Natural Science (1), Natural Science (2), Philosophy (2), Social Science (2), Theology (2), Writing (1).

Total: 15

Canisius College
 (<http://www.canisius.edu/academics/core.asp>)

English (2 Req'd, 2 Addit), Theology (1 Req'd, 2 Addit), Philosophy (1 Req'd, 2 Addit), Natural Science (2), Social Science (2), Art & Literature (2), History (2), Mathematical Sciences (2), Foreign Language (2).

Total: 22

College of the Holy Cross
 (<http://www.holycross.edu/catalog/>)

Arts(1), Literature (1), Theology (1), Philosophy (1), History (1), Diversity (1), Foreign Language (2), Social Science (2), Natural & Mathematical Sciences (2 total, 1 in Nat Sci)

Total: 12

Creighton University (http://www.creighton.edu/Registrar/Bulletin/UG_05/CCAS_core.htm)

Theology (3), Philosophy (2), Theo/Philo (2), History (2), English (2), Diversity (1), Natural Science (2), Social Science (2), Foreign Language (2), Writing (1), Mathematics (1), Fine Arts/Speech (1)

Total: 21

Fairfield University

(<http://www.fairfield.edu/x2221.xml>)

Math (2), Science (2), History (2), Social Science (2), Philosophy (2), Theology (2), Ethics (1), English (3), Fine Arts (2), Language (2)

Total: 19

Fordham University

(<http://www.fordham.edu/bulletins/>)

Writing (1), English (2), Philosophy (2), Theology (2), History (2), Mathematical Sciences (1), Natural Science (2), Social Science (2), Fine Arts (1), Language (Enough for "exit" level, 2 for Sciences and Business Majors), Ethics (1).

Total: Around 18

Georgetown University

(<http://www.georgetown.edu/undergrad/bulletin/collegegen.html#general>)

Writing (2), History (2), Philosophy (2), Theology (2), Math/Science (2), Social Science (2), Language (1)

Total: 13

Gonzaga University

(<http://www.gonzaga.edu/Academics/Undergraduate/General+Degree+Requirements+and+Procedures/Core.asp>)

Writing (1), Communication (1), Philosophy (4), Theology (3), Mathematics (1), English (1)

Total: 11

John Carroll

(<http://www.jcu.edu/a&s/core/core.html>)

Writing (1), Communication (1), Freshman Seminar (1), Foreign Language (2), English (1), History (1), Humanities (1), Social Science (2), Math/Science (3), Philosophy (3), Theology (2)

Total: 18

Le Moyne College

(<http://www.lemoyne.edu/academics/fincorover.htm>)

Writing (1), History (2), Philosophy (3), Natural Sciences (2), Social Sciences (2), English (2), Theology (2), Ethics (1), Diversity (1)

Total: 16

Loyola Marymount Univeristy

(<http://www.lmu.edu/PageFactory.aspx?PageID=13221>)

Diversity (1), Writing (1), Communication (1), Fine Arts (2), History (2), English (1), Mathematics (1), Science (1), Philosophy (2), Social Sciences (2), Theology (2)

Total: 16

Loyola University Chicago

(<http://www.luc.edu/core/coreknowledge.shtml>)

Writing (1), Fine Arts (1), History (2), English (2), Math (1), Science (2), Social Science (2), Philosophy (2), Theology (2), Ethics (1)

Total: 15

Loyola University New Orleans

(http://bulletin.loyno.edu/undergraduate/2005/colleges/as.html#common_curr)

Writing (1), English (1), History (2), Mathematics (1), Philosophy (3), Theology (3), Science (2), Social Science (1), Humanities (1), Other (1), Foreign Language (2)

Total: 18

Marquette University

(http://www.marquette.edu/ebook/edutarget/catalog.html?RFX_Ver=flash&RFX_Res=high&RFX_Base=http%3A//marquette.richfx.com/catalog_marquette/falljuly2005/)

Writing (2), Math (1), Social Science (1), Diversity (1), English/Fine Arts (1), History (1), Science (1), Ethics (2), Theology (2).

Total: 12

Regis University

(<http://www.regis.edu/regis.asp?sctn=apg&p1=ut&p2=ccs&p3=ov>)

English (2), Philosophy (2), Theology (2), Communication (1), Social Science (2), Fine Arts (1), Foreign Language (2), Math (1), Science (1), History (1).

Total: 16

Rockhurst University

(<http://www.rockhurst.edu/registrar/catalog/index.asp>)

Writing (2), Communication (1), Mathematics (1), Fine Arts (1), History (1), English (2), Philosophy (2), Theology (3), Science (1), Social Science (3)

Total: 17

St Joseph's University

(<http://www.sju.edu/academics/catalogs/>)

Writing (1), English (1), Philosophy (2), History (1), Foreign Language (2), Arts/Humanities (1), Mathematics (2), Science (2), Philosophy (1), Social Science (3), Theology (3)

Total: 19

St Louis University

(http://www.slu.edu/colleges/AS/what_is_the_core_2.html)

Writing (1), Philosophy (3), Theology (3), History (2), Language (3), English (2), Fine Arts (1), Mathematics (1), Science (2), Social Science (2)

Total: 20

St Peter's College

(<http://www.spc.edu/academics/core.shtml>)

Writing (1), English (2), Language (2), Fine Arts (1), Social Science (2), Mathematics (2), Science (3), Philosophy (2), Theology (2), Ethics (1)

Total: 18

Santa Clara University

(<http://www.scu.edu/core/requirements.cfm>)

English (3), Theology (3), History (2), History (1), Math (1), Language (2), Diversity (1), Social Science (1), Science (3), Ethics (1)

Total: 18

Seattle University

(http://www.seattleu.edu/home/learning_teaching/bulletins_of_information/undergraduate/)

Writing (1), Philosophy (2), English (1), History (1), Fine Arts (1), Math (1), Science (1), Social Science (2), Theology (2), Ethics (1)

Total: 13

Spring Hill College

(<http://www.shc.edu/bulletin/>)

English (4), History (2), Philosophy (3), Theology (3), Language (2), Social Science (2), Math (1), Science (2), Fine Arts (1)

Total: 20

University of Detroit Mercy

(<http://www.udmercy.edu/catalog/core.html>)

Writing (2), Math (2), Science (3), Philosophy (1), Theology (2), Ethics (2), History (1), English (1), Fine Arts (1), Social Science (1)

Total: 16

University of San Francisco

(http://www.usfca.edu/acadserv/catalog/catalog_web.htm)

Writing (2), Math (1), Science (1), English (1), History (1), Social Science (1), Fine Arts (1), Philosophy (1), Theology (1), Ethics (1)

Total: 11

University of Scranton

(<http://matrix.scranton.edu/academics/gelist.shtml>)

Communication (1), Writing (3), Comp Sci (1), Math (1), Theology (2), Philosophy (2), Theo/Philo (1), Science (2), Humanities (4), Phys Ed (1), Social Science (2)

Total: 20

Wheeling Jesuit University

(http://www.wju.edu/academics/catalogs/undergrad05_07.asp)

Writing (1), Fine Arts (1), Mathematics (1), Language (2), English (2), History (2), Science (2), Social Science (2), Philosophy (2), Theology (2), Ethics (1)

Total: 18

Xavier University

(http://www.xu.edu/registrar/catalogs/2004-2006_catalog.html)

Philosophy (3), Theology (3), English (2), Writing (1), Fine Arts (1), Language (2), History (2), Mathematics (2), Science (3), Social Sciences (2)

Total: 21

APPENDIX F

CORE COURSE SEQUENCE AND COMPLETION

	FA 1	SP 2	SU 2.5	FA 3	SP 4	SU 4.5	FA 5	SP 6	SU 6.5	FA 7	SP 8		cumulativ e by end of	cumulative by end of 2nd year	cumulative by end of 3rd year	cumulative by end of 4th year		
Composition	56.1	41.1	0.0	2.0	0.7	0.0	0.1	0.0	0.0	0.1	0.0		97.1	99.7	99.9	100.0		
History	49.5	44.1	0.0	3.6	1.8	0.1	0.1	0.1	0.0	0.51	0.0		93.7	99.1	99.4	100.0		
Natural Science II	23.5	41.3	0.0	12.6	11.5	0.0	2.8	3.0	0.0	3.0	2.4		64.7	88.8	94.6	100.0		
Mathematics	39.1	22.1	0.4	15.6	10.0	0.4	4.0	2.8	0.4	3.0	2.3		61.2	87.1	94.6	100.0		
Language I	35.0	24.0	0.8	25.8	5.6	1.0	2.6	1.6	0.7	2.1	0.7		59.0	91.3	97.2	100.0		
Language II	21.7	27.5	0.4	18.3	19.7	0.6	3.9	3.0	0.5	2.7	1.8		49.2	87.5	95.6	100.0		
Social Sciences Core	23.3	25.8	0.0	12.4	12.9	0.2	7.3	5.4	0.2	6.7	5.9		49.1	74.3	87.4	100.0		
Understanding Lit	12.8	34.1	0.7	30.9	15.0	0.0	3.3	1.2	0.4	1.4	0.3		46.8	93.4	98.4	100.0		
Fine Arts	21.7	19.3	0.0	14.3	9.5	0.4	8.8	6.7	2.0	9.1	8.4		40.9	64.7	82.6	100.1		
Natural Science I	25.9	14.0	0.4	18.7	10.5	0.5	8.7	4.7	1.3	7.9	7.3		39.9	69.6	84.8	100.0		
Philosophy I	30.1	0.0	0.8	55.7	0.0	1.4	8.5	0.0	0.6	2.9	0.0		30.1	86.6	97.1	100.0		
Philosophy II	0.0	24.5	0.3	0.0	47.0	0.8	0.8	13.5	2.2	0.0	10.9		24.5	71.8	89.1	100.0		
Theology I	15.3	3.4	0.9	31.3	13.9	1.8	21.0	6.4	1.3	4.0	0.8		18.7	64.8	95.2	100.0		
Literature 200 level	1.3	6.7	0.2	13.3	22.1	1.4	16.2	16.8	0.0	12.0	9.9		8.0	43.6	78.1	100.0		
History 300 level	1.1	4.9	0.3	14.0	16.7	1.2	16.0	16.2	1.4	14.1	14.1		6.0	37.0	71.8	100.0		
Theology II	0.2	3.9	1.1	0.8	10.6	2.1	4.5	33.6	4.2	20.3	18.8		4.1	16.5	61.0	100.0		
Ethics	0.5	1.4	0.2	1.7	7.4	1.4	12.7	23.3	5.6	29.5	16.4		1.9	11.2	54.1	100.0		
Composition	50.6%	37.1%	0.0%	1.8%	0.6%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%		87.7%	90.0%	90.1%	90.3%		place out ? AP?
History	43.1%	38.4%	0.0%	3.2%	1.5%	0.1%	0.1%	0.1%	0.0%	0.5%	0.0%		81.5%	86.2%	86.5%	87.0%		place out? AP?
Social Sciences Core	34.5%	38.3%	0.0%	18.3%	19.1%	0.3%	10.7%	8.0%	0.2%	9.9%	8.8%		72.8%	110.2%	129.5%	148.2%		students taking 3 SS courses when 2 are needed all lumped together, including for major.
Mathematics	39.2%	22.2%	0.4%	15.6%	10.0%	0.4%	4.0%	2.8%	0.4%	3.1%	2.3%		61.4%	87.3%	94.8%	100.2%		
Natural Science I	37.6%	20.3%	0.6%	27.1%	15.3%	0.7%	12.7%	6.8%	1.9%	11.5%	10.6%		57.9%	100.8%	122.9%	145.0%		science majors may take more than one of these and they are counting for nat sci I and II
Natural Science II	18.4%	32.4%	0.0%	9.9%	9.0%	0.0%	2.2%	2.3%	0.0%	2.3%	1.9%		50.8%	69.7%	74.3%	78.5%		these are more like science major course so some of the nat sci I enrollments would count here also.
Language II	20.2%	25.6%	0.4%	17.0%	18.3%	0.6%	3.6%	2.8%	0.5%	2.5%	1.6%		45.8%	81.5%	89.0%	93.1%		place out
Fine Arts	23.7%	21.1%	0.0%	15.6%	10.4%	0.5%	9.6%	7.3%	2.1%	10.0%	9.2%		44.8%	70.9%	90.4%	109.5%		
Language I	25.0%	17.1%	0.6%	18.4%	4.0%	0.7%	1.9%	1.2%	0.5%	1.5%	0.5%		42.1%	65.1%	69.4%	71.4%		place out
Understanding Lit	10.9%	29.1%	0.6%	26.4%	12.8%	0.0%	2.8%	1.1%	0.4%	1.2%	0.2%		40.0%	79.8%	84.0%	85.4%		place out or transfer
Philosophy I	27.6%	0.0%	0.7%	51.1%	0.0%	1.3%	7.7%	0.0%	0.6%	2.7%	0.0%		27.6%	79.3%	89.0%	91.7%		?
Philosophy II	0.0%	21.4%	0.2%	0.0%	41.0%	0.7%	0.7%	11.7%	1.9%	0.0%	9.5%		21.4%	62.6%	77.6%	87.1%		abroad or transfer
Theology I	14.2%	3.2%	0.8%	29.1%	12.9%	1.6%	19.5%	6.0%	1.2%	3.8%	0.7%		17.4%	60.2%	88.5%	93.0%		?
History 300 level	1.3%	5.9%	0.4%	16.7%	19.8%	1.4%	19.0%	19.2%	1.6%	16.8%	16.8%		7.2%	44.0%	85.3%	118.9%		hist majors and others take more than one
Literature 200 level	0.9%	4.9%	0.1%	9.7%	16.2%	1.1%	11.9%	12.3%	0.0%	8.8%	7.3%		5.9%	31.9%	57.2%	73.2%		place out, abroad or transfer
Theology II	0.1%	3.1%	0.8%	0.6%	8.2%	1.6%	3.5%	26.1%	3.3%	15.7%	14.6%		3.2%	12.8%	47.3%	77.6%		abroad or transfer
Ethics	0.4%	1.1%	0.1%	1.3%	5.6%	1.1%	9.6%	17.6%	4.2%	22.3%	12.4%		1.4%	8.5%	41.0%	75.7%		abroad or transfer

APPENDIX G

PORTFOLIO SUMMARIES

**CORE
PORTFOLIO
SUMMARIES**

INTRODUCTION

Introduction

The materials in this packet represent a piece of a pilot student portfolio project that was conducted during the 2006-2007 academic year for the Core Review Committee. The aims of the project were threefold; to provide some direct evidence to assess the core, to pilot a portfolio process, to provide some students with an opportunity for reflective practice. Calls for participation went out to all faculty and sophomore, junior and senior students. We received over 100 inquiries from students and had a large group meeting for all interested students in the fall of 2006. 64 students were assigned faculty mentors and 22 students completed a portfolio. All of those students received a small stipend of \$250. They were asked to include a final reflection in their portfolios. There were 21 final reflections, all of which are contained in the third section of this booklet. Approval for this project was sought and granted from the Human Subjects Review Committee and although the full portfolios are identified by student name and the students were informed that their work would be read by the Core Review Committee as well as their faculty mentors or other students in their group, we have removed their names from these documents.

About a dozen faculty expressed interest in being a faculty mentor. Eight agreed to be mentors and seven completed the project, each with typically 2 or 3 students. Those seven faculty also wrote their reflections of the process and meetings. These reflections are contained in this booklet as well, in the second section.

The original document explaining the portfolio project, some notes from faculty mentor meetings as well as writing prompts and other guides, particularly those provided by Jen Follett of the Writing Center and the Writing Department, are in the first portion of this booklet.

I would like to express my gratitude to everyone who participated and helped in this project.

Suzanne Keilson, Ph.D.
June 2007

NOTES AND BACKGROUND

Core Curriculum Portfolio Information

Rationale

A portfolio is a collection of work that consists of a purposeful selection of (1) artifacts (writing, assignments, projects, and other "evidence"), (2) rationales for their selection and (3) reflections representing your learning experiences. The development of a portfolio facilitates reflective thinking, and provides a record of your intellectual growth and accomplishments. Its purpose is to encourage you to become actively involved in monitoring and reflecting on your development.

The core review committee is engaging in a pilot portfolio project to help review the current state of the core curriculum and its relation to the undergraduate educational aims, to enable faculty to improve Loyola's curriculum for current and future students, and to help determine whether and how a portfolio might be an ongoing project at Loyola College. This pilot portfolio project is structured around Loyola's nine undergraduate learning aims and through the "lens" of the core curriculum.

In order to complete the portfolio project you will need to know about the undergraduate educational aims. The nine undergraduate educational aims of Loyola College and their corresponding sub-aims are:

Intellectual Excellence

- appreciation of and passion for intellectual endeavor and the life of the mind
- appreciation of and grounding in the liberal arts and sciences
- excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge
- habits of intellectual curiosity, honesty, humility, and persistence

Critical Understanding: Thinking, Reading, and Analyzing

- the ability to evaluate a claim based on documentation, plausibility, and logical coherence
- the ability to analyze and solve problems using appropriate tools
- the ability to make sound judgments in complex and changing environments
- freedom from narrow, solipsistic, or parochial thinking
- the ability to use mathematical concepts and procedures competently, and to evaluate claims made in numeric terms
- the ability to find and assess data about a given topic using general repositories of information, both printed and electronic
- the ability to use information technology in research and problem solving, with an appreciation of its advantages and limitations

Eloquentia Perfecta

- the ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly
- critical understanding of and competence in a broad range of communications media

- competence in a language other than one's own

Aesthetics

- an appreciation of beauty, both natural and man-made
- a cultivated response to the arts, and the ability to express oneself about aesthetic experience

Leadership

- an understanding of one's strengths and capabilities as a leader and the responsibility one has to use leadership strengths for the common good
- a willingness to act as an agent for positive change, informed by a sense of responsibility to the larger community

Faith and Mission

- an understanding of the mission of the Catholic university as an institution dedicated to exploring the intersection of faith and reason, and experience and competence in exploring that intersection
- an understanding of the mission of the Society of Jesus and of the religious sisters of Mercy, especially of what it means to teach, learn, lead, and serve "for the greater glory of God."
- a habit of thoughtful, prayerful, and responsible discernment of the voice of God in daily life; a mature faith
- habits of reflection in solitude and in community
- a commitment to put faith into action

Promotion of Justice

- an appreciation of the great moral issues of our time: the sanctity of human life, poverty, racism, genocide, war and peace, religious tolerance and intolerance, the defense of human rights, and the environmental impact of human activity
- commitment to promote justice for all, based on a respect for the dignity and sanctity of human life
- commitment to and solidarity with persons who are materially poor or otherwise disadvantaged

Diversity

- recognition of the inherent value and dignity of each person, and therefore an awareness of, sensitivity toward, and respect for the differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities
- awareness of the structural sources, consequences, and responsibilities of privilege
- awareness of the global context of citizenship and an informed sensitivity to the experiences of peoples outside of the United States
- awareness of the multiplicity of perspectives that bear on the human experience, and the importance of historical, global and cultural context in determining the way we see the world

Wellness

- attentiveness to development of the whole person—mind, body, and spirit
- ability to balance and integrate care for self and care for others
- understanding the importance of productive and responsible use of leisure time
- freedom from addictive behaviors

To complete the portfolio project you will also need to know about Loyola's core curriculum. The core curriculum consists of the following components:

Composition: Effective Writing (WR100).

Ethics: One course from PL300-319 or one course from TH300-319.

Fine Arts: One Fine Arts course is chosen from designated possibilities in Art History (AW 11), Music (MU201, MU203), Photography (PT275, PT276), Studio Arts (SA200, SA224), or Theatre (DR250, DR251).

History: History of Modern Western Civilization (HS101) and one other HS300-level course.

Language: One course at the 104- or 200-level in a modern foreign language (Chinese, French, German, Italian, Japanese, or Spanish) or two courses in the same classical language (Greek or Latin) at the 123-124 level.

Literature: Understanding Literature (EN101) and one other English course at the 200-level.

Mathematical Sciences: One MA/ST course (excluding MA103, MA104, MA109).

Natural Sciences: One course in a natural science. One additional course in computer science, engineering science (EG101, EG103), mathematics (excluding MA103, MA104, MA109), or a natural science.

Philosophy: Foundations of Philosophy (PL201) and one 200-level Philosophical Perspectives course.

Social Sciences: Any combination of two survey courses from economics, political science, psychology, or sociology. These are typically at the 100-level (200-level for psychology).

Theology: Introduction to Theology (TH201) and one course from TH202-280

Guidelines for the Portfolio

In the portfolio, you'll select the most significant learning experiences you have had in the core courses you have already completed and discuss how those experiences demonstrate your development in the nine undergraduate learning aims.

- The body of the portfolio will contain nine sections, each one corresponding to one of the nine undergraduate learning aims. Each section should ideally contain at least one piece of evidence and a written rationale. Such evidence could include written essays, reports or research papers, but also class

homeworks, role-plays, presentations, performances. The rationale should discuss the context for the evidence submitted as well as how the evidence demonstrates your development in the undergraduate learning aim(s). You may also reflect on the aim and the course and their relation to the core as a whole.

- It is not that all of the undergraduate learning aims and certainly not all of their sub-aims need to be addressed in the portfolio as a whole. It may be that your experience of the core does not or has not yet addressed all of the aims. Learning about what is missing will be important too. Your faculty mentor and student group will help you in the selection process for the nine sections.
- The criteria for selection might include choosing things that answer questions like:
 - o What did you learn the most from? What most influenced you? What stretched you the most? What experience challenged or changed your thinking, values or behavior? Do not simply choose the paper or assignment that received the best grade.
- One last written piece placed at the end of the portfolio should be an overall statement from you reflecting on both the undergraduate learning aims and the core curriculum. In this reflection you should respond to the following questions as best you can:
 - o In what ways does the core curriculum reflect, enhance and integrate into a whole the undergraduate educational aims and your undergraduate academic experience? Where are you seeing connections, coherence, and integration? Where do you see aims that don't overlap or a lack of connections? Finally, where else at Loyola might you have gotten your experience of the undergraduate educational aims?
- You will be randomly assigned to a faculty mentor along with a group of other students. Mentoring will primarily consist of group, sub-group or individual meetings at the discretion of the faculty mentor. You may also choose to use technology to assist your group in having productive conversations around the portfolio project and the core curriculum generally. The core review committee will be interested in a summary of those conversations, which can provide another important source of information about the core and the portfolio process.
- Portfolios may be completed electronically. This is not a requirement of either mentors or students. You may attend a training session in Blackboard's e-portfolio options. You can mail the links to your electronic portfolio to your mentor or other faculty and students. The electronic portfolio option allows

you to easily incorporate pictures, presentations and other digital media submissions.

- Your portfolio will be submitted in April, 2007. Upon completion of the portfolio you will receive \$250.00. Your portfolio will be read by faculty mentors, and the core review committee. Portions of it may possibly be read by other members of your student group. The core review committee will be interested in your suggestions for improving the portfolio project as well as your experience of the core and the undergraduate learning aims as shown in your portfolio.

Thank you for your participation in this project to help strengthen the current and future value of a Loyola College education.

Portfolio Prompts and Processes

First Meetings:

Topic: Previous Experiences: Snapshot I

- 1) Ask students about any previous experience with portfolios?
- 2) What are their current definitions of portfolios?
- 3) What do they think/hope they will get from this experience?
- 4) What are their concerns or questions.

Topic: The Process of Creating a Portfolio: Maps and Journeys/ Personal and Collective
Collect

Select

Reflect

Project (Publish in one form or another/ the entering of formal artifacts and accompanying reflection or explanation)

Note: the process is recursive!

Rationale and reflection? Similarities and differences?

Topic: Current Knowledge of the Core: Snapshot II

- 1) What do they already "know" about the CORE from documents and orientation, etc?
- 2) Any impressions to date of their personal experience with the Core and peer perceptions?
- 3) Advising conversations, discussions within major or department?
- 4) What connections to Jesuit identity or Loyola College identity?

Topic: Undergraduate Aims

- 1) Encountering the Aims of the Core
- 2) Encountering the Undergraduate Aims formally.
- 3) Reading together? First rough translations: the language itself
SQQs?
- 4) How do the aims talk to each other?

Individual Responses? Pairs? Small Groups?

Can have each choose 1, 2, or 3 to highlight? Most familiar? Most surprising?

Topics: Key educational experiences: Include both positive and negatives. Snapshot III
(Good place to get at issues of appropriateness/ ethics of representation/ confidentiality)

Reminder: difficult learning experiences can also be important learning experiences// the zone of proximal development.)

- 1) List of Ten
- 2) Chronology
- 3) Clustering/ Blueprint/ V Mapping
- 4) Tell each other
- 5) Shared and developed: Looping

Topics: Initial Associations of Artifacts, Experiences, and Aims

WHAT IS AN ARTIFACT?

- 1) First brainstorming of types of artifacts that might demonstrate learning (Peter Rennert Arie?)
- 2) Example: Choose one and talk through it. Which aim or aims might it demonstrate? HOW? (Rehearsing rationales?) Share with others. Might others serve even more effectively?

Questions for Groups:

- 1) Documenting the process: Are there any common short entries that might serve to make the portfolios more readable in the aggregate?
- 2) How to create balance between individual work and mentoring and group conversations/ collaborative work?
- 3) How do we want to make regular room for representing questions/ challenges/gaps in the developing portfolios?
- 4) Should we offer a rubric for how we are going to analyze these as data?
- 5) Would it be helpful to have the Writing Center run specific sessions on any of these topics? Or meet with the groups as they work through some of these prompts?

Core Review Portfolio Project
Meeting February 6, 2007

1. Some feedback on portfolio as process. Scheduling is a huge problem and headache. Can't get all students at once. A number of students have dropped out, though the process for the portfolio itself is seen as reasonably straightforward. Students who remain are very engaged. There are probably about 3-5 students with each mentor at this time. The excel sheet will be distributed to faculty mentors for updating. It was suggested that other demographics of the students who remain in the project might be helpful (e.g. their major, g.p.a., grades in particular classes?). Mentors should feel students out about their willingness to disclose more information. Faculty mentors have met with their students about 1-2 times and generally felt confident about the project.
2. Pragmatics on timeline. Student portfolios should be handed in around the second to third week of April.
3. The question arose about examples of rationale statements. This is a first for Loyola and such samples do not readily exist. The idea was proposed to present drafts from the current group to the mentors for discussion and possible distribution. Jen Follett said she would look into possible examples. It was suggested that it is helpful to first focus on the sub-aims rather than the larger and more abstract categories of the nine undergraduate learning aims
4. There was discussion about the nature and difference of rationale and reflection. The agreement was that the statement from students for each learning aim would be something of a hybrid. There would also be an overarching reflection statement to allow students more open-ended expression. A suggestion was made for a more organized format to the submissions (see page 2 for draft). To this end it would also be good if students provided either the assignment or the course syllabus or both.
5. There was discussion about 1 piece of evidence being used for multiple learning aims. Although a reflection statement might refer to the extent to which a piece of evidence reflects multiple learning aims and issues of integration, interconnectedness, and interdisciplinarity, a maximum of one piece used in two places would be allowed.

Core Review Portfolio Project
Spring 2007

Evidence Packet Format

Learning aim:

Evidence type:

Course name and term:

Course assignment:

Context in the course:

Rationale for choosing this piece of evidence to reflect this undergraduate learning aim:

Reflection on the contribution of the core (course as shown by this evidence or courses or lack thereof) to growth in this learning aim:

Summary of Core Review Portfolio Meeting

Tuesday February 19, 2007

1. It was agreed that the portfolios should have a hard submission date of April 20.
2. It was suggested that we hold an open meeting for all student who participated in the project to provide their verbal feedback (a videotaped focus group) and they be celebrated and presented with their checks. This would occur the week of April 23. Would students want to present their portfolios publicly?
3. It was suggested that the students should speak directly to the core review committee.?
4. The group wondered whether there should or could be other forums for student/faculty/core review committee interactions (town meeting?)
5. students would be asked to provide basic demographic information on their final portfolios - major, year, gender, religion, ethnicity. We would insure that students' names are not on the portfolios.
6. Jen Follett presented a wonderful example of a student reflection/rationale. She will provide an e-copy to the group. The one artifact/evidence that the student picked encompassed many of the undergraduate learning aims, but he put it under one primary aim and spoke to the integration of those aims, the synthesis he did in the assignment and his further reflection on the assignment and its impact, referring to specific course aims in the syllabus as well. Using undergraduate educational sub-aims also appears to be very helpful to the process. This example was a good reminder that we need students to provide (as much as possible) the specific assignment and syllabus that they will be referring to as well as their own work.
7. The portfolio group wanted to know what was expected of them at the end of the year with regard to the core review committee. It was suggested that the faculty mentors bring in 1 or 2 portfolios to share and summarize with the core review committee. The faculty mentors would also provide written feedback to the core review committee that may consist of answers to the following questions; reflect on the portfolio process, what was easy, what was hard, what would you recommend institutionalizing, if anything? Summarize your findings based on your conversations with the students and your reading of their portfolios, what aims couldn't students meet, what aims couldn't students separate out, how did students find this project, what was helpful to them, what might you recommend for ongoing core review? What aims and experiences were richest for the students?
8. We had some discussion of selection bias in this portfolio group, but perhaps that is ok because feedback from these motivated students is useful for shaping the core and recommendations about the core even if it doesn't reflect the entire student population. This will be balanced with the general survey instrument, where the selection bias probably exists but is less clear (e.g. disgruntled students are more likely to fill in the open-ended questions?) We are still really pioneering all of these assessment tools for Loyola. One idea is if students could use the portfolio as a development tool (e.g. a series of one-credit courses that allow them

to develop reflections about the core, their major, their travels, career plans, society, etc.)

May 1, 2007
Portfolio Project Review Session

Summary Impressions
Suzanne Keilson

1. The portfolio project was self-reported as extremely worthwhile for these students.
2. These students do not see themselves as atypical. And indeed in some ways they are not. They come from a variety of majors, years, etc. Their informal comments reflect written comments in the student surveys.
3. They would like learning aims for courses to be more explicit. This was perhaps one of the most strongly felt and easiest to implement suggestions. They would have liked to have looked back on syllabi as well.
4. They would like the opportunity for both course-by-course reflection and more summative reflections.
5. The summative reflection of the core gave them a more overall positive experience of Loyola College and the core. They would even recommend developing a portfolio as a capstone experience for all students. A more modest proposal would be to have this as optional and as a credit bearing course. [An earlier idea floated by Rennert-Ariev and Keilson in personal conversation is to have a sequence of three 1-credit courses e.g. freshman, sophomore, and senior years focusing on different aspects of reflection, portfolio, skill-building. Many variations of this may be proposed.] One student suggested the importance of portfolio and practical career skills for all.
6. They would look for more flexibility in the core, not just for pragmatics and how it relates to fulfilling a major but also the ability to personalize fulfilling core aims more (e.g. starting a new language, taking a different kind of fine arts course).
7. The portfolio mitigated the idea of just jumping hoops and aided integration of aims of the core.
8. Students commented on the importance of "well roundedness" and of how the core put them at a "competitive advantage" *vis a vis* other business students, science students, graphic arts students.
9. Students said some of the hardest aims to find evidence for were wellness and leadership. The easiest (to find evidence for) and most common (among all the classes) were the first three UG aims (intellectual excellence, *eloquentia perfecta*, critical understanding). Students found some aims better exemplified in co-curricular, extra-curricular, or major courses, but were still able to find "evidence" in the core.
10. The question of "evidence" could be problematic since some of it is non-physical, the experience of events or conversations. A portfolio (like this) should make room for those kinds of reflections.
11. Students (seniors) enjoyed seeing their personal growth through the years. So it is not just achievement of aims (especially the first three) but the depth of achievement.

Portfolio Group Initial Meeting

1.) Previous Experiences

What has been the nature of your previous experience with portfolios?

How might you articulate your current working definition of a portfolio?

What do you think/hope you will get from this portfolio experience?

Concerns or questions?

2.) Current Knowledge of the Core

What do you already "know" about the CORE from documents and orientation, etc?

Any impressions to date of your personal experience with the Core? Peer perceptions?

Advising conversations, discussions within major or department?

What connections to Jesuit identity or Loyola College identity?

3.) Articulations of the Core:

From 1992 Core Curriculum Purpose:

Education in the liberal arts is central to the mission of Loyola College, and the cornerstone of each student's education is the core curriculum.

Although the College now offers majors in 26 disciplines, all students bring a shared foundation in the liberal arts to their specialized studies as a result of their work in the core program. In addition to serving as a common bond for students, the program represents, on the strength of its continuing commitment to liberal education, the principal source of continuity between the Loyola of today and its past.

Loyola has always been devoted not only to the transmission of knowledge but also to the development of particular qualities of mind and character. The mission of the College is fulfilled only to the degree that it liberates students from self-absorption, parochial ideas, and unexamined beliefs, replacing these with concern and compassion for others, an appreciation of things past or unfamiliar, and a capacity for critical thought. Although this mission shapes all of the courses and many of the activities at Loyola, it is manifested most clearly in the core curriculum.

The core, as distinguished from vocational or pre-professional training, affords Loyola students an opportunity to develop the sharpness and versatility of mind which have always been the hallmarks of a Jesuit education.

Both long tradition and the needs of contemporary life mandate the ability to communicate effectively and elegantly as a primary goal of liberal education. Therefore, writing plays a central role in the core curriculum.

An important goal of a liberal education is familiarity with the history, the great literature, the central scientific paradigms, the primary philosophical and theological ideas, and the central debates of the Western cultural heritage. Such familiarity, along with the knowledge of a foreign language, helps to set a foundation for examinations of the ideas and mores of other cultures.

A Loyola graduate should be able to think critically and analytically, to reason mathematically, and to understand the methodology of disciplines in both the natural and social sciences. Yet, the unifying objective of the core curriculum extends beyond the provision of fundamental knowledge to the setting of the foundations of intellectual, moral, and spiritual excellence. A liberal education in the Jesuit tradition seeks, ultimately, to provide a rigorous intellectual basis for the development of moral convictions, and for a life of continuous learning and action in service of those convictions.

From Loyola College website (for perspective students):

The foundation of a Loyola education is a broad core program that covers basic knowledge and concepts in the humanities, math, science and the social sciences. The purpose is to balance comprehensive education and specialized study in the major and to challenge students to develop their interests, intellects, outlooks, beliefs and values. The liberal arts core helps students to explore different fields while settling on their choices of majors. For those already considering a major, the core provides needed perspective while they confirm their decisions. Also, the core encourages students to think and to solve problems in a variety of ways and to examine critically a cross-section of ideas.

Thoughts?:

Composition

One semester. Effective expression through logic, organization and development of detail.

Ethics

One semester. Social ethics, business ethics, bioethics, Christian ethics and other topics.

Fine Arts

One semester. Any choice in studio arts, photography, art history, music or theater.

Language

Two to four semesters, depending on level of proficiency. Courses in Chinese, French, German, Greek, Italian, Japanese, Latin or Spanish.

History

Two semesters. One course on cultural, political and economic trends in modern civilization and one elective.

Literature

Two semesters. Introductory course in understanding literature and one elective.

Mathematics/Science

Three semesters. One math, one natural science and one additional course in math, natural science or computer science.

Philosophy

Two semesters. Introduction to the historical philosophers and their methods of questioning.

Social Science

Two semesters. Any choice in economics, political science, psychology or sociology.

Theology

Two semesters. An opportunity to reflect on religious questions and to learn about the Judeo-Christian tradition and other world religions.

Some Guidelines for the Portfolio

The body of the portfolio will contain nine sections, each one corresponding to one of the nine undergraduate learning aims. Each section should ideally contain at least one piece of evidence and a written rationale. Such evidence could include written essays, reports or research papers, but also class homework, role-plays, presentations, performances. The rationale should discuss the context for the evidence submitted as well as how the evidence demonstrates your development in the undergraduate learning aim(s). You may also reflect on the aim and the course and their relation to the core as a whole.

Choosing artifacts:

The criteria for selection might include choosing things that answer questions like:

What did you learn the most from? What most influenced you? What stretched you the most? What experience challenged or changed your thinking, values or behavior? Do not simply choose the paper or assignment that received the best grade.

Rationale/Reflection: At the front of each of the nine sections you will offer a rationale/reflection that addresses each of the artifacts you have included in that section. You might think of this as **one** short piece of writing that has two distinct parts:

Rationale: this explains why you chose to include the artifact (What interests you the most about this artifact? What new questions did the assignment raise for you?) You will discuss the context of the assignment (how it fit into the course as a whole) and how you feel it demonstrates the aim (probably both pointing out specific moments in the text and discussing the writing process).

Reflection: this answers the big "so what?" questions:

- What does this mean to me, or how do I feel about it? What is the greater significance of this experience/task/idea/etc in the larger context of my life?

How do I compare how I approached this task/text/idea/etc with how I approached others?

- What troubles me about this artifact? How does it complicate my thinking?
- And more largely (You may address this more fully in your final reflection at the end of the portfolio): How do my personal knowledge and experiences affect the way I interpret the world?

Intellectual Excellence

- appreciation of and passion for intellectual endeavor and the life of the mind
- appreciation of and grounding in the liberal arts and sciences
- excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge
- habits of intellectual curiosity, honesty, humility, and persistence

Critical Understanding: Thinking, Reading, and Analyzing

- the ability to evaluate a claim based on documentation, plausibility, and logical coherence
- the ability to analyze and solve problems using appropriate tools
- the ability to make sound judgments in complex and changing environments
- freedom from narrow, solipsistic, or parochial thinking
- the ability to use mathematical concepts and procedures competently, and to evaluate claims made in numeric terms
- the ability to find and assess data about a given topic using general repositories of information, both printed and electronic
- the ability to use information technology in research and problem solving, with an appreciation of its advantages and limitations

Eloquentia Perfecta

- the ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly
- critical understanding of and competence in a broad range of communications media
- competence in a language other than one's own

Aesthetics

- an appreciation of beauty, both natural and man-made
- a cultivated response to the arts, and the ability to express oneself about aesthetic experience

Leadership

- an understanding of one's strengths and capabilities as a leader and the responsibility one has to use leadership strengths for the common good
- a willingness to act as an agent for positive change, informed by a sense of responsibility to the larger community

Faith and Mission

- an understanding of the mission of the Catholic university as an institution dedicated to exploring the intersection of faith and reason, and experience and competence in exploring that intersection
- an understanding of the mission of the Society of Jesus and of the religious sisters of Mercy, especially of what it means to teach, learn, lead, and serve "for the greater glory of God."
- a habit of thoughtful, prayerful, and responsible discernment of the voice of God in daily life; a mature faith
- habits of reflection in solitude and in community
- a commitment to put faith into action

Promotion of Justice

- an appreciation of the great moral issues of our time: the sanctity of human life, poverty, racism, genocide, war and peace, religious tolerance and intolerance, the defense of human rights, and the environmental impact of human activity
- commitment to promote justice for all, based on a respect for the dignity and sanctity of human life
- commitment to and solidarity with persons who are materially poor or otherwise disadvantaged

Diversity

- recognition of the inherent value and dignity of each person, and therefore an awareness of, sensitivity toward, and respect for the differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities
- awareness of the structural sources, consequences, and responsibilities of privilege
- awareness of the global context of citizenship and an informed sensitivity to the experiences of peoples outside of the United States
- awareness of the multiplicity of perspectives that bear on the human experience, and the importance of historical, global and cultural context in determining the way we see the world

Wellness

- attentiveness to development of the whole person-mind, body, and spirit
- ability to balance and integrate care for self and care for others
- understanding the importance of productive and responsible use of leisure time
- freedom from addictive behaviors

And again, the core courses:

Composition: Effective Writing (WR100).

Ethics: One course from PL300-319 or one course from TH300-319.

Fine Arts: One Fine Arts course is chosen from designated possibilities in Art History (AH111), Music (MU201, MU203), Photography (PT275, PT276), Studio Arts (SA200, SA224), or Theatre (DR250, DR251).

History: History of Modern Western Civilization (HS101) and one other HS300-level course.

Language: One course at the 104- or 200-level in a modern foreign language (Chinese, French, German, Italian, Japanese, or Spanish) or two courses in the same classical language (Greek or Latin) at the 123-124 level.

Literature: Understanding Literature (EN101) and one other English course at the 200-level.

Mathematical Sciences: One MA/ST course (excluding MA103, MA104, MA109).

Natural Sciences: One course in a natural science. One additional course in computer science, engineering science (EG101, EG103), mathematics (excluding MA103, MA104, MA109), or a natural science.

Philosophy: Foundations of Philosophy (PL201) and one 200-level Philosophical Perspectives course.

Social Sciences: Any combination of two survey courses from economics, political science, psychology, or sociology. These are typically at the 100-level (200-level for psychology).

Theology: Introduction to Theology (TH201) and one course from TH202-280

Reflecting Upon the Core

1. What did you know about the Core before beginning this project? Think about what you learned about the Core from the college catalog, web site, orientation sessions and materials, advising session with core and major advisers, etc.

2. What has been your personal experience of the core? What impression of, or ideas about, the core has this experience left you with?

3. Has your impression of the Core changed as a result of this project? If so, explain how it has changed and why it has changed. If not, explain why.

4. As you look over the artifacts you have included in your portfolio and reflect upon your experience of the core as a whole, where do you see connections and overlaps among the aims?

For example, do specific artifacts, or pieces of evidence, seem to be addressing more than one aim?

What other experiences can you recall where multiple aims seemed to be working together?

5. As you look over the artifacts you have included in your portfolio and reflect upon your experience of the core as a whole, where do you see gaps or disconnections among the aims?

For example, were there aims for which it was more difficult to find artifacts demonstrating your engagement with that aim?

In your reflection upon the core, do some aims seem to be addressed more often or more fully than others?

In your experience of the core, have you engaged with certain aims in places other than the classroom?

FACULTY REFLECTIONS

Reflection upon the Core Portfolio Process

Jennifer Follett

Full-time Affiliate Instructor, Writing Department

Assistant Director, Loyola Writing Center

May 7, 2007

Initial Insights:

While reflecting on this process, particularly while considering what might be some reasons that some students completed the project while others did not, I discovered something interesting. Going over my notes from my first meeting with student participants, I noticed that, when asked what they hoped they would get from this experience, some students spoke eloquently about very particular reflective and self-sponsored purposes, while others spoke somewhat self-consciously about more pragmatic motives—and not one of the latter group of students completed the project. Nor did those who suggested in our initial meeting that they thought the process would be easy, or who spoke more of wanting to help others more than feeling they would gain something themselves.

Among the students who completed the project, a few articulations of their expectations/hopes for the process stood out. One student, a senior, spoke of a feeling of nostalgia as she approached the end of her undergraduate career, hoped she would see, through completing this process, how she has changed in the last four years, and expected to "test the importance" of what she has learned. Another student, a junior whose roommate also completed the project, talked about wanting to see how her experiences "resonated" with her friend's, despite their different majors and interests—what common ground would there be? One student spoke of renewing her faith by examining her experience with Jesuit education. Finally, the youngest student in the group, a sophomore, talked about feeling dissatisfied by her experience, and intended to use the portfolio project as a means of thinking through for herself if Loyola was the right place for her to be.

The Process:

Late November/early December: First group meeting—discussing expectations for the project, the nature of portfolios, and current understandings of the Core

It became clear at the very start of this process that the pragmatics of scheduling would be a complication. Despite offering 30 different one-hour time-slots across the week, I was unable to schedule more than three students together for small group meetings during the fall semester.

During the first meeting(s), discussion focused on the nature and intention of these portfolios, reasons for participating in the process (as described above), and early impressions of the Core. Students spoke of shifting their conception of portfolios away from a means of presenting their own work for evaluation ("presenting my most polished self," "demonstrating success," "creating a professional piece of writing").

Students' conceptions of the Core seemed to focus primarily on its importance in helping them decide upon a major and building "general knowledge." There seemed to be little (if any) awareness of the Core Aims—some vague memories of them being referred to during orientation, but not explicitly addressed since. The pragmatics of choosing Core classes quickly became a focus of discussion, most students expressing frustration with the complications of scheduling, what they described as the "rigidity" of their choices, and difficulties in completing both Core and major requirements.

We finished our meeting by reading and discussing impressions of two different articulations of the Core: one from the 1992 Core Curriculum Purpose Statement and one from the college's website—the section for prospective students.

I asked the students to begin listing any assignments or notable experiences they remembered from any of their core classes—by constructing a timeline, a series of lists, or a memory web/map.

January/early February: Second small group/individual meetings—the nature of reflection & the Core Aims

During the spring semester, scheduling became even more difficult, with some students claiming not to be able to attend any small group meetings, and few individual meetings with me.

In this meeting, we began by continuing our discussion of the two different articulations of the Core, particularly noting language that situated the Core within the Jesuit tradition:

The unifying objective of the core curriculum extends beyond the provision of fundamental knowledge to the setting of the foundations of intellectual, moral, and spiritual excellence. A liberal education in the Jesuit tradition seeks, ultimately, to provide a rigorous intellectual basis for the development of moral convictions, and for a life of continuous learning and action in service of those convictions. (From the 1992 Core Curriculum Purpose Statement)

Several students had marked this passage as notable, suggesting that while they felt their core courses rarely explicitly addressed moral development or a life of service to others, they felt the influence of our Jesuit identity as "kind of a constant presence on campus," more directly addressed through extra-curricular service-learning initiatives and speakers series.

The discussion moved forward into examining the nine aims (and sub-aims). On initial examination, students seemed to see intellectual excellence and critical understanding as more closely linked than others. Initial responses also identified wellness as the most surprising aim, and the one that might have been least addressed in their experiences with the Core.

We continued by sharing the timelines/lists/webs the students had brought (those who had remembered), and re-examined those experiences through the lens of particular aims and sub-aims—where did they see potential artifacts?

We closed the meeting by sharing some ideas about writing to reflect (prompts are on the handout from this meeting). I asked students to prepare for our next meeting a first draft of a reflection/rationale for one artifact they planned to include in the portfolio.

February/March: third meeting (mostly individual)—feedback on first reflection/rationales

Scheduling difficulties prompted a switch to individual meetings rather than small group meetings. I met with each student to offer feedback on the first reflection/rationales they had drafted. I found myself asking most students for similar revisions: more sense of the context of the artifact/assignment in the course, more direct attention to what they observe about the artifact itself (*specifically* where in the text they see evidence of the aim at work), and less comment on particular professors' teaching style or grading practices.

March/April: fourth meeting (or email exchange)—revised reflection/rationales

Across these months I met with individual students, or exchanged emails in some cases, offering response to their revised reflection/rationales, and feedback on drafts of additional ones. Some students began to report feeling frustrated by inability to find artifacts—both artifacts they remembered but couldn't find, and aims for which they couldn't think of artifacts for (wellness, leadership, promotion of justice).

April/early May: reflections on the portfolio process

Only one student preferred to meet with me in person to discuss the final portfolio process reflection piece—others preferred email exchanges. I shared the reflection prompts I co-authored with Larry Tolbert (Writing Department), and asked students to send me a first draft of their reflection before turning in the finished portfolio. Two of the four students who finished the project did so—the other two worked on theirs right up until the final deadline.

Some Final Reflections:

I was pleased by students' responses to the reflection prompt: *has your impression of the Core changed as a result of this project*. All the students reported feeling a more complete sense of their Core experiences due to taking part in the project—some to the extent that they seem to see this project as an essential part of their Core experience. One student writes:

It took this project for me to really step back and re-evaluate what I have learned thus far as a student here and has also made me more aware of what the Core has to offer as I take the remaining courses before graduation. I understand that the assignments given in classes can challenge us to see the bigger picture. The aims can be applied not only to an assignment in class, but also to experiences in our lives and situations in which we find ourselves. Therefore, the biggest lesson I take away from this project is that my Loyola education is not just about the grades I received in my classes but the overall message of the classes I took—in order to be a leader in today's world, I must use [what I have learned] to make sound decisions in my life.

Upon reading the students' portfolios, I noticed a few of their initial expectations confirmed. Wellness, as anticipated, was the aim for which students reported having to "stretch" an artifact to fit. One student felt unable to find an artifact for the aim at all. Most students reported finding intellectual excellence, critical understanding, and eloquentia perfecta the more closely linked of the nine aims. One student discussed with me in our meetings the links between diversity and promotion of justice, however, her final portfolio does not make that connection as explicit as did our conversation. One student seemed to just miss an interesting link between aesthetics and diversity in her discussion of Hawthorne's "The Birthmark." The student focused on how her response to the short story explored the oppressive nature of beauty standards. I think with a little more directed reflection, the student might also see this artifact as a moment of her own engagement with the idea that aesthetics are culturally situated—that both standards of human beauty and standards of artistic merit are determined by shared values within a cultural group.

It was moments like these, near misses, or burgeoning but not fully developed insights, that made me wish I had begun meeting with students earlier in the fall semester, allowing for more time in the spring to prompt more thoughtful reflection. Some students developed fascinating and meaningful insights—one student, for example, pointing to group quizzes in a math class as an experience in leadership. Others, though, might have benefited from more development.

Additionally, I would like to have been able to facilitate more small group meetings, so that the students could more often see each others' work in progress, share ideas and insights, and support each others' efforts throughout the process. I referred often to the sample reflection I shared with students and with the other faculty mentors—I think it would have been even more beneficial for the students to see other reflections at different stages in the drafting process, offering revision suggestions to each other and receiving peer response on their own drafts.

Further, I'd suggest organizing groups according to availability. Perhaps faculty mentors could set specific times/dates for meetings at beginning of the process, and students could sign up for groups according to their ability to attend those meetings, rather than being randomly assigned.

Finally, the question of motivation. As I noted in my initial insights, students who had identified strong internal motivation to finish the project did see it to completion, while those motivated by the stipend did not. Further, those who seemed more excited by the learning process involved experienced more success than those who focused on the appeal of having an impressive finished product. I'm not sure what this suggests to us in terms of structuring similar efforts in future, but I do feel it is interesting to consider.

For myself, being involved with this project has had important pedagogical effects. Students' unfamiliarity with the core aims has led me to consider in what ways those aims are or are not explicit the core course I teach, Effective Writing. I have since revised the course, making explicit references to particular aims in the syllabus (as they relate to the course goals), and even designing a new essay assignment that asks students to explore their sense of the importance of a liberal arts education—along with several articles on the topic, we examine and discuss the aims, and other examples of the college's articulation of nature of a Jesuit education. Currently, I am planning an FE 100 course for the fall that will use the aims as the framework for nearly all of our activities and assignments; students in the project suggested that more explicit attention in the first year might be the key to prompting further reflection on the aims throughout the rest of their undergraduate years.

Core Review Portfolio Project
Faculty End-of-Semester Report
Douglas B. Harris, Political Science

Learning Aims and the Core

Thanks for the opportunity to participate in this Core Review Portfolio project. There was a personal reward for me in that I learned a great deal about the content and value of many different Core courses by talking with my advisees and reading the completed portfolios. In addition to helping me think through the Core course that I teach and making me more self-conscious about learning aims, I also think that what I learned from my participation in this project will enhance my Core advising.

In writing this report, I intend simply to convey my sense of how the students view their Core experience generally and as applied to the stated undergraduate learning aims. These impressions are based on both my personal discussions with them throughout this process and the three completed portfolios submitted to me. I have taken care to try to accurately represent their views (making it explicit in those instances where I am conveying my own sense of the process, of the Core, or of the learning aims); still, the reader should remember that this report is based on my interactions with only seven self-selected undergraduates and, especially, on my reading of only three completed portfolios.

What aims and experiences were richest for the students?

What came across most clearly in discussions with students and in reading portfolios was that the Core does a good job of promoting **Intellectual Excellence**, **Critical Understanding**, and the **Eloquentia Perfecta** learning aims.

The portfolio evidence was mixed, however, on the **Intellectual Excellence** learning aim: one student inexplicably skipped this one while the other two seemed to focus more on a given instructor (or the instructor's techniques) rather than a particular assignment. In one instance, the student wrote of how a successful technique wherein the instructor had students submit multiple drafts of the same paper and "demanded reflections about our own writing." In the other instance, the student seemed disheartened that her course instructor failed to capture her imagination; she wrote, "A large component of intellectual excellence is finding an appreciation for that which one is learning" and that she was uninspired by this class which she found "boring." Not to prejudge, but my hope and guess is that my three portfolio students are atypical of the rest of the participants and that the pursuit of Intellectual Excellence hinges not only on individual instructors but is strong throughout the Core curriculum. Indeed, it may well be that the student who wrote critically of her "boring" class was focusing on an exceptional case.

Interestingly, each of the students approached documenting the **Critical Understanding** learning aim differently: one discussed a project from a Two-Dimensional Design course wherein she made a collage that was a visual translation of a

poem; another documented a class group project in which students were to use Excel to build a "decision support system" for automobile financing; and the third wrote of a project from EN 201 where she was to analyze poetry. These three portfolios demonstrated a like variety in how they exemplified the **Eloquentia Perfecta** learning aim: one focused on the "perfection" needed in putting together a business letter and resume; another seemed focused on the language of the first listed sub-aim ("the ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly) in singling out what he thought was a particularly well-written paper from his EN 203 course; and the third student included notes from an oral presentation she made in EN 201 specifically observing that, throughout the class, "students were encouraged to be mindful of their speaking ability." If this kind of diversity of courses and assignments is evidenced in other portfolios, there is reason to assume that we are successfully meeting this Critical Understanding and Eloquentia Perfecta learning aims throughout the Core curriculum.

Of the **Faith and Mission** learning aim, all three portfolios drew on their Theology courses (either Theology or Ethics core courses). One student's portfolio was incomplete in that she had a piece of evidence for this learning aim but did not include a Rationale or Reflection. Interestingly, the other two completed portfolios were by students both of whom wrote in their Rationale/Reflections that they were not Catholic. Whereas one student reflected on how he worked through the differences between his own faith and the Catholic faith with his Theology instructor (and this seemed to reflect a very good dialogue), the other student questioned whether the focus of an assignment in her Ethics core was sufficiently sensitive to the fact that not all students were Christian let alone Catholic; observing that she "had many conversations with students who are Muslim, or Jewish who find it difficult to relate to the teachings in theology classes" and that she "as a non-catholic student... had to consistently ask questions about liturgy and other things specific to the Catholic faith," she counsels that we consider how to make the Faith and Mission learning aim more welcoming to the non-Catholic student and think about how we can encourage these other students, too, to "put faith into action."

I was also surprised and impressed with the range of courses that provided the evidence students presented for the **Aesthetics** learning aim. Expecting Fine Arts core courses to dominate here, I was surprised to find that none of the three portfolios cited Fine Arts but instead students cited the development of a website for a Computer Science course and appreciation of an Autumn sunset for a natural sciences core. The third student intentionally conveyed that she had, in fact, already taken her Fine Arts core course but did not believe it applied to the sub-aims described under Aesthetics. Citing instead an assignment in Effective Writing wherein she chose to write on the process of song-writing, the student did not include evidence of this aim having been met because she believed the "aesthetic" component of the Effective Writing assignment was self-directed and not a direct result of the course. In conclusion, she wrote, "The core classes I took were more focused on intellectual ability, and analyzing, though *never analyzing, writing, or speaking about anything aesthetically pleasing*" (emphasis added). To be sure, Fine Arts courses regularly meet this learning aim, but I was genuinely surprised by

the fact that student found their examples for **Aesthetics** elsewhere; it was an unexpected commonality among the portfolios I read.

What aims couldn't students meet?

There were no aims that, as a whole, the students could not meet in one way or another. Still, the portfolios reveal that students had difficulty finding evidence for some of the learning aims. The **Leadership** learning aim seemed among the most difficult for students to meet. In one-on-one and small group conversations, this particular aim seemed to be the subject of much confusion. One student did not include "Leadership" in the portfolio and the other two seemed to have to stretch a bit to meet that aim (one discussed the requirement to lead classroom discussions in a Theology core course and the other found an example of from her Ethics core course on the United States' role "as a leader in the global economy"). Both students wrote thoughtfully on the topic, but their entries seemed to reveal evidence that either indirectly reflected the aim or, at least, was less supportable by a piece of evidence suitable for inclusion in a portfolio. The first believed that she developed an appreciation of how the success or failure of a particular discussion depended on the "leader's" preparation and prior planning. The second student wrote, "the piece of evidence I chose doesn't directly speak about leadership within students;" still, she believes that discussions in that particular class affected her classmates' sense that they could be "leaders beyond the Loyola community"). Ultimately, I think the difficulty students had with the "Leadership" learning aim might reflect ambiguity about whether leadership is an academic concept to be studied for the purposes of evaluating good and bad leadership and/or appreciating its significance (as it might be, for example, in some social sciences) or if it is a practical skill to be learned and practiced. The College's learning aims seem to clearly emphasize the latter but might well be broadened to include both.

Two students adopted a rather narrow view of the **Wellness** learning aim in compiling their portfolios. Both examined how their Biology core course taught them to avoid special ailments (hernias and lyme disease). Not to discount the importance of physical wellness, conversations among faculty mentors reveals that many students seemed perhaps too quick to think of Wellness in the physical sense as opposed to the "mind, body, and spirit" or the "ability to balance and integrate care for self and care for others" aspects of this aim. Still, the portfolio of the third student I advised did reveal a broader approach and identified a paper written for a Sociology course (and the course generally) that focused on being more attentive to her daily interactions with others and taught her about, in her words, "identify, formation of self, relating oneself to the world, time management, and development of the whole person."

What aims couldn't students separate out?

Interestingly, one student had difficulty separating out his understanding of the **Promotion of Justice** and the **Diversity** learning aims. He provided two artifacts that he claimed were indicative of the fact that the "Diversity/Promotion of Justice" learning aims were met; that is, in putting together his portfolio he consciously combined the two

as the same learning aim. Of course, this could also be understood as this student's ability to recognize the overlaps between or perhaps be capable of integrating these two learning aims. Still, one might note that students' recognition of the obvious overlaps between these two learning aims should be viewed in light of the fact that the stated definitions of "diversity" in our learning aims do not extend (at least not explicitly) to include the focus on "poverty" and "commitment to and solidarity with persons who are materially poor or otherwise disadvantaged" that are included under the Promotion of Justice learning aim. In discussions with portfolio advisees and in reading the submitted portfolios, I was struck by how few students thought of justice in socioeconomic terms; and, given that the stated sub-aims under the "Diversity" learning aim seem to exclude a focus on poverty and class (the discussion of the duties associated with "privilege" notwithstanding), I think we may be helping them think of diversity (ironically) in a relatively narrow way.

Overall Evaluations of the Core

Of all of the students I advised throughout the year, I could not find one who was not at least ambivalent about the Core. Only two of the three students who completed the portfolio offered summative judgments of the core. One student said that she was, at first, skeptical of the value of a Core (even saying that had she known about the core she might have gone somewhere else), she nevertheless became convinced of its value when she went to change from her originally intended major. The other student, however, argued that, whereas the Core was "one of the greatest draws" for her in deciding to come to Loyola, she argued forcefully that the Core was too onerous and got in the way, she felt, of her own personal development. Although I disagree with the student's prescription to reduce or eliminate the Core as a component of the undergraduate curriculum, I was, at least, interested in her belief that students should be treated more as adults and allowed "to take their personal development... into their own hands."

The Portfolio "Project as Process"

What Was Easy?

Once prompted to reflect on the Core, *students proved particularly adept at making the connections between assignments in their Core courses and the learning aims*. As is reflected above, I think the students that completed the portfolio project (both those that, in the end, approved of their Core experience and the one that was very critical of the Core) provided thoughtful comments on their own learning. Skeptical at first, I became convinced in reading their reflections that a self-conscious effort to reflect on their own learning was indeed very valuable to them and it might be worthwhile to find ways to get more students to do this and to do it earlier in their undergraduate careers.

Whereas I had wondered (given the high number of unclaimed papers and examinations from past semesters that I have in my office) whether or not students would have kept enough assignments from previous semesters, *I was surprised to discover that most of the participants had access to many past assignments, class notes, and other evidence for inclusion in their portfolios*. Whether it was the student who had "it all on

thumb drive" or the one who had it in a box under his bed at home, each participant seemed confident that he/she had enough evidence to collect for most learning aims.

What Was Difficult?

Coordinating student schedules proved exceedingly difficult. It was my hope (both for my own time management and to create inter-student dialogues regarding the Core and learning aims) that we could arrange for group meetings wherein the eight of us would meet to review and discuss: a) "portfolioing" as process; b) the Core and the College's learning aims; and, c) writing rationales and reflections. But scheduling conflicts and student availability precluded *any* such meetings; instead, I arranged mini-meetings with two students at a time (once I had three but frequently it was only one at a time)

By far *the most difficult aspect of the portfolio process was keeping the self-selected student participants engaged in the process* throughout and, ultimately, willing to complete it. As I sought to schedule more meetings, the students opened emails slower, responded less, and were less willing to find times to meet. Moreover, as the second semester progressed and their class assignments increased, several students found it difficult to meet deadlines and two found the process too time-consuming and dropped out altogether. In all, I began the project with 7 advisees and ended up with only 3 completed portfolios: two students dropped out early (before we had any meetings); one dropped out citing her 6-course load and that fact that she got a part in a play as putting too many burdens on her time; and, one dropped out in the final week as the press of other business mounted (it was obvious to me that, though he had collected many relevant pieces of evidence during the winter break, he had been delaying writing his reflections).

Recommendations

Given the value students derived from a conscious reflection on learning aims, it may well be useful (to students as well as to ongoing evaluation of the Core) to have students engage in some similar reflection on their Core experience on a more regular basis. Perhaps at the end of their first year, a select number of students should be given an opportunity to take stock of the 5-8 Core courses they typically take in the first year might enhance their appreciation of the Core in subsequent years. In any event, I think there is enough of value to students in the process that the College should consider encouraging future students to engage in some version of this process. Were that to happen, I would make the following observations/suggestions:

1. Although I was surprised at just how much students had kept, identifying students for participation early in their undergraduate careers might aid both in getting a more representative sample of Core courses (e.g., those taken in the first semester as well as those being taken concurrently with producing the portfolio) and proliferate the kinds of evidence that might be included in portfolios. One student believed that she was "like most students" in that "once I'm finished with a class I tend to throwaway things I

probably won't use in the future." Some thought should be given to how best to *encourage students to keep their written work from their classes and facilitate the retention of that work for future reflections*. Student concerns that much of their work representative of the learning aims might not be available for inclusion in a portfolio (an ongoing concern of several involved in the project was that term papers available on a student's computer are more accessible and thus more likely to be included in a portfolio) might be alleviated in future implementations by giving participating students an opportunity to scan their greenbook exams, course notes, and other materials into a computer for future use.

2. Although it seems that the bulk of the work students did happened in the second semester (and the last month at that), *portfolios should be a two-semester project* if only to provide students the opportunity to use downtime during the winter break to collect pieces of evidence from past Core courses. Several students seemed to use this time (and spring break) well even if all did not complete the project.

3. *Try to find the balance between micromanaging student portfolios and providing students with no direction*. Although I appreciated the direction that mentors received not to try to micromanage the production (and thus potentially influence the product) of student portfolios, my sense was that the students expected clearer direction. Something I found particularly useful was to convey to them that we wanted them to be creative in how they selected their evidence and wrote their rationales and reflections but also remind them and encourage them to think broadly about both the evidence they collected (i.e., not just terms papers but also exams, notes from oral presentations, class and reading notes, etc.) and the variety of Core classes they have taken (for example, I told them that, although not every Core course needed to be included, they should try to steer clear of focusing on just one or two courses). To be sure, it is difficult to ensure that you have struck the right balance between encouraging a broad consideration and dictating the results, but I think without such encouragement and advice the portfolios might well have been too centered on one kind of evidence or on only a handful of courses.

4. *Be mindful of the biases of self-selection and completion*. Many involved in this project have observed the problem of "selection bias" (that those who would put the time and effort into the portfolio project may not be a representative sample of the student body); indeed, my impressions (based on a first large group meeting of students participating in the portfolio project as well as in small groups with my advisees) was that we were probably over-represented at the extremes: some student participants were unusually committed to the core and tied into the College's mission and others had axes to grind against the Core. For better and for worse, such self-selection is probably missing the typical Loyola undergraduate (though the survey instrument should help round out the story in this regard). In addition, I would suggest that there may also be a "completion bias." My general impression of the students that I advised is that those who were most vocal in their desire to critique and to change the Core during Fall semester meetings were, ultimately, those least likely to complete the project.

Loyola College in Maryland

Core Curriculum Portfolio Project

Faculty Mentor Report

Robert Trent Pomplun

4 May 2007

General Account of the Project as "Process"

Only four of the original eight students assigned to me undertook the core curriculum portfolio project, and only two completed the project, so my report is unfortunately based upon only two portfolios. Timing was of essence. Of my original eight students, three were abroad during the fall semester, which made it impossible to meet with the group as a whole until the spring semester. By that point, four of my eight students had dropped out—but two of the students abroad had returned—and I decided it best to meet with each student personally about the project. My approach was relatively straightforward. At our first meetings in January, we talked about what we expected from the process, as the mentor and as the student. These initial meetings were wide-ranging, enjoyable, and fruitful. Follow up meetings in February led us to adopt a very simple process of reflection. We approached each learning aim with two simple questions, "Did I grow in this way during my stay at Loyola?"—Thankfully, all my students answered, "yes" without hesitation to this question—and "Did any class in the core help me grow in this way." After sharing our reflections on these questions, I left the students to write one or two sample reflections for March. Unfortunately, none of my students wrote such samples, nor did we meet in March. Two of my remaining four students e-mailed me to tell me that they were too busy to meet; from the other two I heard not a peep. Indeed, I had the exact same experience in April, but Colleen and Dennis turned in thoughtful reflections nonetheless.

Summary of Students' Portfolios

a. Colleen Sullivan

Colleen completed the process in full. A few pertinent highlights:

- "The first time I looked at the core review guidelines was the first time that I even knew that learning objectives existed."
- "I believe that in order for it to be truly successful some of the classes should be taken with a student's major and all of the core classes should have a uniform syllabus."
- "[T]here is a large discrepancy among core classes in the same department. Each core history, English, theology, and philosophy classes differ depending on the professor. Some classes have two exams and one term paper whereas other classes are a lot more work intensive. I learned early on which core classes required the least amount of work and those were the ones that I took. Now that I look back on it, taking

the easy way out undermines the idea of the core. I believe that many other students choose their classes just as I did which does not stimulate intellectual curiosity."

b. Dennis Ryan

Dennis completed the project, except for two noteworthy aims (see below.) Highlights from his portfolio include:

- "To root this question in the Jesuit tradition, they would argue that a liberal arts education is for "cura personalis" - development of the whole person. Some may ask what this obscure meaning has to do with getting an education at a Jesuit institution. Because there are so many facets to this phrase, the ultimate goal this portfolio will be to hereby show how the nine learning aims of Loyola College have brought students closer or further from this Jesuit ideal."
- "As I reflect back now on what I have completed, I value the extent to which Loyola has tried to incorporate these aims into the classroom. This exercise of reflecting back on my assignments as more than just a tedious task has also helped me to value the core as more than just a set of requirements."
- "I would strongly urge you to perhaps incorporate this exercise into the curriculum of Loyola, whether it is in a class or just a requirement for graduation. I strongly feel that I can testify firsthand how enriching this experience was and how beneficial it would be for Loyola undergrads to appreciate the work they completed while here."

c. Noteworthy similarities in the portfolios

The portfolios share three noteworthy similarities. Both display a certain predictability in their process of selecting classes to fulfill the requirement: a theology class for "faith and mission," the fine arts requirement for "aesthetics," etc. As we add classes that fulfill the diversity requirement, I suspect that students will simply check that box without further ado. In doing so, I fear that we might encourage the narrow thinking that we claim to combat in our learning aims. Both students had similar difficulties finding examples of "leadership" and "wellness." This does not bode well; if other students did the same, we are not receiving useful information about our student's experiences of at least five of our nine learning aims. The third similarity is more constructive: both Colleen and Dennis felt that they did not receive adequate training in professional writing as part of their core classes and were thus forced to learn writing and research methods in their major classes.

Final Assessment

I believe we must acknowledge several problems in this process before we require students to produce portfolios as part of the core curriculum. Chief among them is sampling bias; I found the students who participated, even those who did not finish the project, to be an unusually thoughtful bunch. If 75% of my students had neither the time nor the incentive to finish their portfolios, we must recognize that less thoughtful students will resent the process as much as they already resent the core. Secondly, if we

require such a process of all students, the availability of faculty mentors—to say nothing of their compensation—will be a serious obstacle to any meaningful implementation of our project. Capstone classes present the same difficulty even if we jettison the mentoring process. Without hiring a substantial number of new tenure-track faculty to teach these courses, we either have adjunct faculty teaching the capstone or we have them teaching the core. In either case, the core suffers. As I see it, the only remaining option is enforced curricular revision, a possibility that would force students to add yet another requirement, sacrifice class content, and add to mounting paperwork of all concerned.

My experience of the core curriculum portfolio project thus inclines me to think that reflection is best encouraged in an *ad hoc* manner rather than with a formal process of the sort we engaged in during this semester. While the project's aims are praiseworthy enough, I fear that the resources required for the formal process considerably outweigh its possible gains.

Core Portfolio Project: Advisor's Report

Barnaby Nygren, Fine Arts

Overview

My participation in the Core Portfolio project was an enjoyable and enlightening, but sometimes frustrating, experience. As a core advisor, it was interesting to discuss the core with students who had fulfilled a large number of the core requirements and who, for the most part, had both enjoyed their experience in the core and had begun to reflect on the significance of the core and its values for themselves as individuals. The students to whom I was assigned were a thoughtful, engaged, funny and perceptive group and I enjoyed meeting with them and learning about the core from their perspective. Moreover, from a pedagogical point of view, it was also interesting to think more intently about the learning aims of the college. While I was already familiar with the learning aims due to my assessment responsibilities within the department and the college, listening to the students talk about the ways in which certain courses had fulfilled certain learning aims, led me to wonder what learning aims might students say were emphasized in my courses (both in the core and otherwise) and what might I do to strengthen my emphasis on these aims and, potentially, add new ones into the mix. Additionally, after looking over the students' portfolio's I was struck by the extent to which their most notable intellectual experiences were often those that emphasized the interconnectedness of knowledge and/or the application of seeming theoretical or philosophical ideas to real-world problems and concerns.

The frustrations with the process were largely organizational and are covered below. Moreover, while I refrained from recording the discussions which we had as a group (largely because I felt that it might feel intrusive), the lively nature of these discussions often made it difficult to keep anything approaching a comprehensive account of these meetings and my comments in the discussion area below are more impressionistic than definitive. If I were to do the project again I might consider creating an audio record of the meetings.

Advisees

The four students who continued with the project until the end represented a diverse cross-section of the Loyola community. They were pursuing different majors (2 business, 1 communication, 1 English/Psychology) and came from two different classes (2 juniors and 2 seniors). They were also an unusually (for Loyola) ethnically and religiously diverse. In the group there were 2 white students, 1 African-American, and 1 student of Middle Eastern origin. Their religious affiliations included Roman Catholic (2), Protestant (1) and Muslim (1). There were 3 women and 1 man in the group.

What united the students, however, was their commitment to and identification with the core. Throughout the course of our discussion, I came to understand that, for these students at least, the core and its values had been (and continued to be) an important part of their experience at the college. Their willingness to talk about the core and their engagement with it was very impressive; however, our discussions reinforced my sense that these discussions provided a relatively limited overview of student engagement with the core. The students who decided to participate in the program were self-selected, and my experience as a core advisor suggests that, while a number of students engage with both the philosophical goals and breadth of learning encompassed by the core, many others do not. Significantly, early on in the discussion I asked the students whether they had been aware of the nature of the core at Loyola before they began their education here. This group of students told me that, by

and large, they had known about the comprehensive nature of the core before beginning their freshman year. In my experience as an advisor, however, I have found this often not to be the case. This suggests to me that the students who get the most out of the core may be those students who come to Loyola aware of the core and eager to participate in it.

One story clearly demonstrates the engagement which these particular students had with the core. One of my junior business majors told me that when she was interviewing for a summer internship position with the big 4 accounting firms, she often contrasted her experience with that of students at universities such as Towson. She told the group that during her interviews she often referenced her experience in the core, telling interviewers that, while students at other institutions might have taken more finance courses, her experience in the core made her a more well-rounded individual and thus a better potential employee. She will be working for Price-Waterhouse this summer and should likely receive a job offer from them when she graduates.

Organization

From an organizational standpoint I found the portfolio project to be a challenge. I felt that we might have gotten the project underway slightly earlier in the year. Additionally, once I received the names of my advisees, it took a number of weeks to determine which students really wanted to continue with the project and which did not. That established, we were fortunate to find a meeting time which was (usually) convenient both for me and for the four students who wished to continue with the portfolio project. However, as this meeting time was on Friday afternoon we lost a number of potential meeting times to spring break, Easter break and my departmental and professional responsibilities (department meetings, professional conferences, a candidate search in art history). For this reason we only managed to meet as a group 4 times during the spring and not everyone was able to attend all of the meetings

The difficulties faced in arranging the group meetings were particularly unfortunate, since I found these meetings to be very useful both to the students and to myself. While I met with the students both individually and in groups, the individual meetings were largely confined to discussing the logistics of the portfolio and responding to the reflections which they had provided. The group meetings, on the other hand, allowed a richer dialog to occur in which the students could share their own experiences and connect with and be inspired by the experiences of their peers. From my point of view as advisor, it was during these conversations that I got the strongest sense of the students' experience within the core and it was also during these conversations that I could present them with new ways of thinking about the core and the undergraduate learning aims. Additionally, I found that many of the questions that the students had (what is an artifact, how should I interpret the learning aims, what do I do with learning aims that I don't think were met by the core, etc.?) came up during these meetings and were common to the group as a whole. For all of these reasons, I was somewhat frustrated by the difficulties which I met in scheduling

Fortunately, the students who continued with the project were very self-motivated. Even after our first meeting the students were already getting together artifacts and working on their rationales/reflections. In every case, I read a number of these reflections and discussed them (either in person or by email) with the students. Due to time constraints I was not able to read the reflections which the students produced later in the semester nor was I able to read the revised reflections until the final portfolios were turned in. In commenting on the student's reflections I intentionally took a relatively non-interventionist position. I frequently encouraged them to better contextualize the artifact within the context of the course for which it was done and within the context of their experience at Loyola.

Additionally, I also encouraged them to consider the artifact and the insights that it represented in a broader context, asking them to reflect on how the production of this artifact changed them as a scholar, person, etc. and how it might continue to shape their experience in the years to come. However, I did not undertake to critique the reflections individually or to push them strongly in any direction based on what they had already written. My initial feeling was that, while the experience of creating this portfolio was sure to change the student's perception of the core, part of what I was interested in was the extent to which the students were able, on their own, to articulate their experience and what aspects of their experience in the core were present, but not yet fully comprehended. I suspect that this approach might differ from those used by the other advisors.

Finally, after reading the final portfolios I felt that a slightly more interventionist policy might have further encouraged the students to be slightly more forthcoming about their experiences. While I could usually understand why the student had felt the particular artifact (and the experience that it represented) was important, I also felt that they often could have been more reflective about the long-term impact that this experience had on them. Thus I felt that I might have done more to facilitate this type of insight.

Finally, if these organizational issues could be resolved I think it would be great to institutionalize and universalize this process in some way. The students clearly felt it to be a valuable experience both at the end of their time here and as an intermediate review. As such asking all students to reflect on their education and on the core would allow students to reflect on their own development and the role that Loyola played in furthering this development

Group Discussion

From the very beginning the students seemed excited to discuss the core and their experience in it. From my perspective I did not perceive a substantial change in the ways in which the students approached the core at the beginning and at the end of the project. While in the early phases of the project the students were perhaps slightly more ready to think of the core as a kind of intellectual platter from which they could taste a variety of different disciplines, already early on in the discussions the students expressed their belief that the core was an essential and formative part of their educational experience at Loyola and, thus, that it existed for them as a holistic entity. In the earlier discussion a variety of different outlooks on the core emerged, not so much from the students in the meeting, but in terms of their perceived attitudes about the core. Some of the students mentioned that they had selected Loyola in part because of the core, which had been explained to them by siblings or by others that they knew. However, one student, who came to Loyola as a biology major, noted that the biology majors saw the core as an imposition. Her experience, however, was quite different, since it was the core that encouraged her to change majors and focus on both the humanities and the social sciences.

Additionally, the students themselves noted a change in their understanding of the core by the end of the project. They agreed that in thinking about the core not as a series of classes but as directed towards specific learning aims, they were encouraged to think about the core (and by extension their education) in terms of the skills and habits which it had inculcated in them and in terms of the richness of ideas and experiences which they had had. The students felt that this had enriched their understanding of their education and the core in particular. Also, since my shepherding of the process encouraged them not only to select artifacts which demonstrated a connection to the various learning aims, but also artifacts that connected to these learning aims in particularly profound and meaningful ways, I got the sense that the students had, whether or not they recognized, come to a deeper appreciation of the ways

in which the core had helped to shape them as individuals.

Certain learning aims and core requirements were repeatedly singled out for discussion. A number of the students mentioned their ethics classes in this regard. Given my wife's experience working with Towson undergraduates as the business librarian there, I was particularly struck by the fact that it was a senior business major who was particularly excited to share her experiences in her business ethics course, in which her class examined the ethical implications of the fast food business. This not only touched on ethical issues, but also addressed issues of wellness. Other students were similarly engaged by their ethics classes. This engagement might explain that while students had a difficult time seeing how their core experience prepared them as leaders (although they felt that other aspects of their Loyola experience did this), they had a slightly easier time associating the core with wellness, which they took to understand as referencing not only physical health, but also mental health and care for the whole person. In discussion, the students' engagement with the issue of wellness, as well as justice and faith (more personal faith than faith within a Catholic or Jesuit context, although the Jesuit commitment to social justice was frequently highlighted in discussion) clearly indicated to me the extent to which they understood the core as an experience which was both comprehensive and spoke to the whole person and constituted in that way a holistic formative experience.

The other learning aims that engendered frequent discussion were the more academic aims of intellectual excellence, critical understanding and *eloquentia perfecta*. In almost every case, the students pointed to courses and assignments which had stretched them as writers and thinkers. Additionally, two of the students were interested in talking about how taking courses in the core, particularly in areas which they found difficult, had caused them to experiment with new learning styles and to actively seek out the help of their professors.

Two other areas which engendered additional discussion were the aesthetics and diversity requirements. At least two students expressed frustration at the fact that the core limits the possible classes which can be used to fulfill the fine arts requirement, arguing that the electives that they took outside of the core clearly fulfilled this learning aim. Also, and interestingly, a number of the students found the diversity aim difficult. This might be a result of the fact that these students were not asked to take a diversity course, but I was also struck by the idea that this might also be a result of the different ways in which professors and students define diversity. Professors (like myself) who were educated (at least at the undergraduate level) in the period in which feminist, Marxist, afro-centric and other methodologies were only beginning to be part of the undergraduate curriculum feel, rightly I would argue, that by considering issues of gender, race etc. and by presenting alternative methodological approaches to the raw material of history or literature, they are fulfilling the goals of diversity. Students, in part because they live in a world in which some of these approaches have become relatively common and in which the dead white men of the past don't dominate discourse to the same extent and in part because they are not as aware of the methodologies and traditions of the academy, don't naturally associate these pedagogical approaches with diversity, which they seem to define more narrowly in terms of courses on non-western cultures or other religious traditions.

Portfolios

Beyond the issues which were raised in the group discussions outlined above, certain themes clearly emerge from the portfolios. Primary among them is the way in which the students' experience in the core is profoundly shaped by issues of personal and social engagement. (This echoes the key thesis of *Making the Most of College: Student's Speak Their Minds*, by Richard J. Light.) Questions of social

justice, diversity, morality, politics etc. are not only addressed in the sections on faith and mission and the like, but also are repeatedly foregrounded in the discussion of other learning aims like *eloquentia perfecta* and critical understanding. (Towards this end, one student suggested that a politics course be a mandatory part of the core in order to further examine issues of justice and social action.) It is perhaps for this reason that students would seem to have responded more positively to their upper level theology, philosophy and ethics classes in which, they seem to have felt, real-world issues and decisions receive a greater emphasis. Additionally, the students also commented on how they have extended their learning outside of the classroom by discussing the texts which they have analyzed and applying the knowledge and principles learned in the core to the world at large. Thus, the core was perceived by most (all?) of my advisees as the beginning of the process of a deeper intellectual engagement.

I also got the sense that students found in the core the interconnectedness of knowledge and the relationship between knowledge and action. The students often found the core to be challenging and to expose them to new ideas and bodies of knowledge and teaching them to function in diverse intellectual areas. A number of the portfolios present narratives in which the students celebrate their ability to master and become excited by new and potentially daunting material. Their engagement with ideas and principles, heretofore unknown to them, seems to be a significant part of their experience in the core.

However, in part because of the breadth of the core, the students also had a number of concerns. In a number of cases in their final responses, the students either explicitly or implicitly referred to the limitations of the core in that it 1) restricted their choice of classes (particularly in Fine Arts) and 2) made them take courses in areas that weren't of interest to them. (Of course, the students also see this as a virtue of the core in those cases in which they responded positively to the requirement).

In brief, judging from my sample, the core would seem to be effective. Students clearly feel that it has engaged them as thinkers, but, more importantly, that it has also helped to shape them as individuals. For these reasons, the core would appear to be perceived by the students as more than just a series of requirements, although it is also that as well. It is this aspect of the core which the students seem most conflicted about. While the breadth of the core would seem largely to be perceived as a strength, its relatively hierarchical and circumscribed character would seem to be seen as a weakness by the students, who would like more flexibility. Finally, the very act of working on these portfolio's would seem to have subtly changed the students' attitudes about the core, providing them with a better sense of its goals and how it has contributed to their development as thinkers and people.

Reflections on Mentoring Process
Larry Tolbert
Core Instructor/Writing Department

To structure my reflections, I have divided them into four sections: (1) Difficulties I Experienced during the Mentoring Process, (2) Consequences of Difficulties for the Portfolio, and (3) Recommendations for Addressing These Difficulties, and (4) a Postscript.

I. Difficulties I Experienced during the Mentoring Process

Without question, the most serious difficulty I faced during the mentoring process was scheduling. As the semester progressed, the number of students in my group fell from nine to four. (Of these four, three were seniors and one was a junior.) Despite this decline in numbers, I still had to schedule three different appointment times across the week: Mondays at 5:00, Wednesdays at 3:00, and Fridays at 3:00. Given these scheduling issues, the most students I was able to mentor at one time was two. A related difficulty was that often students did not attend scheduled meetings or they came to the meetings unprepared. For example, some students came to meetings without bringing drafts of texts I'd asked them to bring or without having responded thoughtfully to writing prompts I had distributed at earlier meetings.

II. Consequences of These Difficulties for the Portfolio

The difficulties mentioned above have a direct influence on the quality and depth of thought contained in a portfolio. For example, to create a thoughtful, comprehensive portfolio, a student needs feedback from peers involved in the same process in order to generate and test both ideas and connections. While a faculty mentor can certainly provide guidance and feedback to a student, he or she can not provide the same types of insight and assistance provided by peers engaged in the same portfolio process. Similarly, unless a student is thoroughly engaged with the preliminary work leading to a final portfolio, that portfolio will be underdeveloped and incomplete. That is, even though students might describe connections or observations they made during the portfolio process, they will not, as a general rule, thoroughly reflect upon and analyze how they arrived at these connections or observations or what the consequences or ramifications of the connections and observations are, both for themselves and the core curriculum.

III. Recommendations for Addressing These Difficulties

To address the issue of peer feedback, I recommend that mandatory group sessions be built into the mentoring process. Without these group sessions, I do not believe that students will receive the peer feedback needed to produce an effective portfolio. I further recommend these group sessions be face-to-face meetings. While I realize that electronic conferences are possible, and would help address the scheduling question, I do not think these isolated, faceless discussions can produce the dynamic, dialogic interchange of a face-to-face encounter.

To address the issue of preliminary work, I recommend that students be held accountable for doing the process work needed to develop a comprehensive, thoughtful portfolio,

including attending both individual and group meetings. Perhaps students involved in any future portfolio projects could be given some type of academic credit such as that awarded for First Year Experience.

I realize, of course, that all the above recommendations hinge on the issue of scheduling. In future, perhaps some type of matching system could be instituted whereby students are assigned to mentors and groups on the basis of compatible schedules and available meeting times.

Finally, I recommend that any future portfolio projects require all students to participate in the mentoring process. I make this recommendation based on the experience of one of the students in my group who submitted a portfolio but did not attend any of the mentoring sessions. While this student was able to produce artifacts all the learning aims, she was not able to clearly articulate why she chose these particular artifacts or how they helped her achieve the learning aims. This student's final reflective piece was also underdeveloped in terms of making the connections the committee of mentors decided it was important for students to make in this piece.

IV. Postscript

I do not want to leave the impression that the mentoring process was a completely negative experience. On the contrary, I was impressed with most of the students evolving understanding of the core and the learning aims as they worked on their portfolios across the semester. I was especially pleased to see students making connections between the sometimes abstractly worded learning aims and their personal educational experience. I will have to say, though, that this evolving understanding was most clearly evident in the (one) student who came to all the scheduled meetings and thoughtfully engaged with all the steps of the portfolio process.

Reflections on the Portfolios

To structure my reflections, I have divided them into four sections: (1) Learning Aims Students Felt Were Most Prominent in the Core, (2) Learning Aims for Which Students Had the Most Difficulty Finding Artifacts, (3) What Students Believe They Gained from the Core, and (4) Students Recommendations for Changing the Core.

I. Learning Aims Students Felt Were Most Prominent in the Core

On average, students felt three learning aims were most prominent in their experience of the core: Intellectual Excellence, Critical Understanding, and Eloquentia Perfecta. Most students also believed these three aims were presented in an integrated manner that was not necessarily true of the other learning aims.

II. Learning Aims for Which Students Had the Most Difficulty Finding Artifacts

The two learning aims for which students had the most difficulty finding artifacts were leadership and diversity. Also, students had difficulty finding artifacts that demonstrated the promotion of justice as it relates to being a voice for the materially poor. For, while all four students included artifacts for the promotion of justice learning aim, three justified the inclusion of these artifacts on the grounds of developing an "appreciation for the great moral issues of the time." In terms of being a voice for, or advocating for, the materially poor, most students believe they achieved that aspect of the learning aim through volunteer experiences. This disjunction between theory and practice mirrors conversations I had with students who stated they studied abstract theories of justice in the classroom, but did not apply those theories to contemporary instances of social injustice. Interestingly, while most students included an artifact for the leadership learning aim, most went on to say they believe they learned "how to be a leader" through extracurricular and volunteer experiences. As with the promotion of justice learning aim, there appears to be a disjuncture between studying theories of leadership in the classroom and learning to be a leader in the "real world."

III. What Students Believe They Gained from the Core

In general, students believe the core has prepared them to be intellectually curious individuals who can think critically and communicate that thinking clearly and logically to others.

IV. Student Recommendations for Changes in the Core

Only two students offered recommendations for changes in the core. While some of these recommendations center on issues of scheduling flexibility, offering more course choices, and making courses more "interesting" and "challenging" (It should be noted that no specific suggestions were offered for making courses more interesting and challenging), one recommendation did suggest that diversity be integrated into all course courses rather than segregated into a few courses specifically, and specially, designated as diversity courses.

Reflections on the Core Portfolio Project

Arthur Sutherland, Theology

1. What was easy?

Dr. Keilson did a good job of finding, selecting, and organizing students to participate in the project. I found all of them to be knowledgeable about the project and had a good understanding about what was expected of them. Moreover, the students were enthused about the project and wanted to participate. It was also easy to explain the project to them. I give credit for this to the small group meetings that the participating faculty had. This was a good way to cross check progress, problems, and plans.

Students who came to my initial organizing meeting were still eager to participate even though a few weeks had passed between the general meeting with all of the participants and the smaller group that I was assigned. Students came with questions in hand and were able to articulate their needs and requirements. I found that students genuinely thought of this work as assistance to the college. They thought that the college took their opinions seriously.

2. What was hard?

Although most of my students were on campus, I had some that were abroad for one semester or the other. This meant that they could not come to my small group meetings. I found it difficult to conduct the sessions via email and students eventually dropped out. It was also difficult to find a convenient time for all of the on-campus students to meet. I had to arrange private sessions on one or more occasions.

3. What would you recommend institutionalizing, if anything?

I recommend following a group of first year students across the path of their studies. This would provide a greater opportunity to gather information. I believe that the process

of building the portfolio was educative for the student in ways that are under recognized and I would recommend that the portfolio become part of the Sophomore Initiative. None of my students were aware of the college's Undergraduate Learning Aims. I dare say that the same holds true for Loyola's faculty as well. I do not believe that we are educating with a view toward common habits. Students think about grades; faculty think about grading. All of us have to think about learning as forming something and not merely the completing of something.

4. What do students think?

- Students tied the success of the learning aims to the perceived effectiveness of their teacher.
- Students were quick to dismiss classes which were not rigorous and demanding.
- Students take great pride in striving for high grades and seek to apply the skills learned in one class to another.
- The language requirement, while burdensome, is seen as a valuable component of Jesuit service to the world.
- Because high schools and grade schools are continuing to eliminate art classes, the aesthetics learning aim is looked upon favorably.
- The leadership learning aim is recognized as preparing students for increased responsibility after they finish Loyola. They seem to be particularly aware of applications of their learning to the area of human rights.
- The justice learning aim is not attempted in enough courses.
- Diversity is prized among students and students recognize its presence in several core courses.

- Artifacts for wellness were difficult to locate and the whole idea of wellness seemed to have the least attention given to it by teachers.
- The study abroad experience was of great assistance to students in thinking about how learning arms work together.
- The process did not require two semesters and could have been completed in 4-6 weeks.
- The learning aims are not directly tied to faculty syllabi. Students seemed to scurry to find enough artifacts. A few minutes of commentary by the instructor at the beginning of the semester on how individual assignments fulfilled the learning aims would be a great enhancement and benefit.
- Some learning aims, particularly leadership, are largely being fulfilled outside of the class room.

STUDENT REFLECTIONS

Reflection on the Core

When I was looking for colleges, one of the main things that attracted me to Loyola was the number of Core classes that were required. I thought it allowed me to have some freedom. I saw the Core as an opportunity to "dabble" in several different specializations before I selected a major. It was a way to take a couple of classes and get taste for Economics, English, Spanish, Philosophy, Theology, and then decide if any of these were avenues that I was interested in pursuing.

After coming to Loyola, and taking some core classes the additional thing that I learned about the Core was the classes that were required to be taken as a part of it. My advisors had always mentioned the number of classes that I had to be sure that I was taking to ensure that I had the prerequisites necessary for my upper level classes as well as the correct number of classes taken to ensure that I would graduate on time. I also knew that taking some of the Core classes abroad was encouraged to be able to take classes for credit while you were abroad. My advisor informed me that some abroad programs didn't always accept credits from major classes, but many of the Core class credits would be counted.

Finally, I also knew that it also fit into the Loyola and Jesuit aim of educating the entire person, mentally, spiritually, emotionally, and physically. I thought it was interesting that a facility of higher learning would concern itself with building well-rounded people. I had always thought that college was a time for specialization; that you would pick something that you were interested in, and become expert in it. I thought one of the most refreshing things about the Core was that it allowed for the development of the whole person.

My personal experience with the Core in my four years at Loyola has been mixed. I think that I began my experience with the core very idealistically. I saw it as an excellent opportunity to try a lot of different things. However, after taking the classes, I realized that there were also some very tedious aspects of it. While I still appreciated the goals of the Core, I came to realize that having to take a certain number of classes that I had to take each semester was a little daunting, and limited the number of elective courses that I could take. After going through the whole Core, I think that all in all it is a very positive experience; however, I think the repetition in courses (two Philosophy courses, two Theology courses etc) was the element that sometimes made it feel like it was a chore. Also, I think there are some very important elements of academic life that were neglected in the Core. For instance, there are no "life" courses. One of the most important classes that I took while at Loyola was Organizational Behavior, a class that was required for my Marketing major. It was an extremely practical class in which we made business cards, wrote our resumes, learned networking techniques and so on. However, non-business majors would not be required to take this class. When we graduate we're all going to need to get a job, and function in the "real world." I can't think of a better way to "educate the whole person" than preparing them for life after graduation.

Looking at the artifacts that I have included in my portfolio, I think there are a lot of aims that overlapped. For example, all four of the research papers that I have included could fall under the aim of critical understanding. In addition, each one of these papers, also focuses on the aim of eloquentia perfecta. Learning how to communicate my thoughts and ideas on paper, and not just orally was something that each of my Core classes stressed. In addition, through the use of group projects and presentations, the aim of leadership was addressed, as we were forced to work together to produce the finished product.

I also noticed, however, that the Core aim of wellness seems to be obviously absent from my work. I know that the environment on campus definitely emphasizes the importance of wellness, with the state of the art Fitness and Aquatic Center, the Division I sports teams, and the various intramural sports teams. However, I don't think that any of my classes have integrated this aim into the classroom. I realize that this is probably a difficult thing to do through homework assignments, or papers, but I would have liked to have seen it somewhere in my Core.

Reflecting Upon the Core

1. What did you know about the Core before beginning this project? Think about what you learned about the Core from the college catalog, web site, orientation sessions and materials, advising session with core and major advisers, etc.

Before beginning this project, as a student of Loyola College I was aware of the "core curriculum" from the beginning of my career here. As I understood, the core was developed in order to make us more well-rounded students who would become well-versed in many disciplines, rather than the one we chose as our major. I was not particularly aware of all the classes I was going to have to take and the levels at which I was going to have to take them. I just assumed that I would be directed by my advisor as to which classes would fulfill the requirements as an undergraduate at Loyola. To be perfectly honest, I did not really check the website about the core and what it meant prior coming to Loyola. I just took the idea of taking classes in the Liberal Arts as what taking classes in the core entailed. When I came on summer orientation, my counselors did explain some of the requirements and I became a bit more familiar with what was to be expected of me. In my personal experience, I could really understand what it meant to be a student under the core curriculum until I was enrolled into the classes. As a freshman, you are receiving so much information so it is difficult to process everything at once.

2. What has been your personal experience of the core? What impression of, or ideas about, the core has this experience left you with?

Overall, I have enjoyed most of my core classes. As a student in the business school, I understand the need to learn more than the business side of the world. Having an appreciation for the Fine Arts, Literature, and Theology is something I value and have benefited from in my classes. I see the interconnectedness of life in general; the business aspects are quite interesting when paired with some of the lessons I have learned in Theology or Literature. The Core class that I have benefited least from is Philosophy. In speaking with my peers, we all seem to be in agreement that Philosophy is the class from which we receive the least. It is often frustrating to do the reading assignments and not have a clue as to what is being discussed. In my experience, I seemed to give up trying to decipher the dialogues and readings because it was almost not worth my while. I did not enjoy this class in the least and would have to rank this class as the lowest of all the core classes I have taken thus far. Nevertheless, I do appreciate all the lessons I have learned and taken from my other courses and have especially enjoyed my Theology and Literature classes. Coming from a strong Catholic background, I enjoyed furthering my faith in Theology classes and have found a deeper appreciation for the written word in Literature. I look forward to taking my other upper level Core classes abroad next semester and am very-interested as to see how a foreign country approaches the subject matters of the classes.

3. Has your impression of the Core changed as a result of this project? If so, explain how it has changed and why it has changed. If not, explain why.

I think my impression of the Core has changed because I was not aware of the nine aims of the Core nor took into account how each of my classes really has achieved one or more of

these aims throughout the semesters. It took this project from me to really step back and reevaluate what I have learned thus far as a student here and has also made me more aware of what the Core has to offer as I take the remaining courses before graduation. I understand that the assignments given in classes can challenge us to see the bigger picture. Aims such as aesthetics, wellness, and leadership can be applied not only to a writing assignment in class, but also to experiences in our lives and situations in which we find ourselves. Therefore, the biggest lesson I take away from this project is that my Loyola education is not just about the grades I received in my classes but the overall message of the classes in which I took—in order to be a leader in today's world, I must use the gifts and talents I have been given in conjunction with the education I have been instructed under to make sound decisions in my life. I have set a high standard for myself and others and I think that this will allow me to always strive for my best rather than settling for second best. Will Smith once said, "If you are going to go 99%, you might as well not go at all." I take this statement to mean that if you are not going to give it your all, you are cheating yourself as well as those with whom you come in contact. As a student at Loyola College, I have come to realize more and more each day that I am not perfect but more importantly, I do not have to be. What matters most is that I try my best and at the end of the day, I can feel confident that I will succeed. Those nine aims are not only aims that I will strive for until I walk across the stage at graduation, but aims that I will strive for the rest of my life. In doing so, I hope to display in my life Loyola's motto of "Strong Truths Well Lived" each and every day.

4. As you look over the artifacts you have included in your portfolio and reflect upon your experience of the core as a whole, where do you see connections and overlaps among the aims?

For example, do specific artifacts, or pieces of evidence, seem to be addressing more than one aim?

I think most of the aims can be seen in many different artifacts. At times I had difficulty choosing which aim would fit which artifact best. I think this speaks for the Core Aims itself since they can be translated in many classes and many assignments.

5. As you look over the artifacts you have included in your portfolio and reflect upon your experience of the core as a whole, where do you see gaps or disconnections among the aims?

For example, were there aims for which it was more difficult to find artifacts demonstrating your engagement with that aim?

I think the most difficult aim to find an artifact for was diversity. I talked more about diversity in my Organizational Behavior class in the Business School than in any of my Core courses.

In your reflection upon the core, do some aims seem to be addressed more often or more fully than others?

I see the aim of Leadership and Faith and Mission addressed in most of my classes. Since we are a Catholic institution, it seems fitting that the aim of Faith and Mission is prevalent in many classes and assignments. Similarly, most of my classes and professors touch on the

ideal of being a leader; whether in the community, in our classes, in group projects, or in our work experiences. We are strong community of leaders who are preparing ourselves to enter the real world and use our strengths to make a difference for the better.

In your experience of the core, have you engaged with certain aims in places other than the classroom?

I would argue that these aims are engaged in daily by students. Faith and mission, aesthetics, beauty, leadership, diversity—these and all the others are involved in the issues that we are faced with on a regular basis. Using what we have learned, we can make better, wiser decisions in our daily lives.

Core Portfolio: General Statement

The core curriculum was a major influencing factor for me when deciding where to go to college. I think that the core is essential to a student's intellectual maturity and appreciation of knowledge and the learning process. I am a math and physics double major, so I knew that I would not get the opportunity to take very many humanities classes unless I forced myself to do so. Loyola's core curriculum helped me shape what those non-science courses would be. The courses I have taken in the core curriculum include: effective writing, a philosophy ethics, basic photography, western civilization, French 104, understanding literature and major writers, micro and macro economics and introductory psychology, and introduction to theology. I took my upper level theology abroad from a non-Loyola professor and I took a 400 level philosophy as my upper level philosophy at Loyola. I did not take an upper level history due to AP credit nor did I take any math or science core courses because of my major.

I am sorry to say that I think the success of these courses depends greatly on the teacher. My favorite and most beneficial core classes have all been taught by teachers who I highly respect. These include ethics, upper level philosophy, intro theology, French, and economics. This is not to say that I did not learn anything in the other classes- I did and I do not regret taking them. The main problem that I see is that some of the core courses are taught to a group of students who do not see the worth in actively learning the material. The lack of enthusiasm in the class is then evident and, I think, discourages the teacher from caring greatly for the class. Oftentimes, such classes are boring and the material becomes uninteresting. I cannot imagine that teaching a mandatory survey or introductory course can be fun for the teacher either. However, I

have noticed that the upper level classes are much more fun because more of the students *want* to be there and to learn the material. These classes are often characterized by class discussions and rigorous, yet beneficial, work. I would prefer to take any course for majors rather than any introductory course regardless of the difficulty and amount of work for the simple reason that the students and teacher in the class *care*. I tried to support this opinion in my portfolio by choosing work that came from the class which I have enjoyed the most. I had little leeway, however, because the learning aims were mostly only shown in the courses I had enjoyed. For each learning aim I tried to explain my choice of artifact clearly and to detail my reasons for purposely not choosing other work. I hope my portfolio provides a different perspective on the core curriculum, being that it is from a science major rather than a humanities or business major.

One other comment I would like to make is regarding the simplicity of the math and science core courses. Although I have not taken them, I know what material is covered and what work is given. The science classes especially are regarded among students as easy 'A' classes (joke classes). For example, students taking "Math, Numbers, and the Real World" are required to make posters for class (some are displayed in the math computer lab on the third floor of Knott Hall). The posters contain information that one learns, at the latest, in middle school. The math and science core courses are not nearly as rigorous as the humanities core courses. I am hesitant to even endorse these classes as having a place at a respected college. I would recommend that each student should have to show mathematical competence through a certain level greater than just the pre-calculus level. A basic understanding of calculus and a deeper intuition about general mathematics would greatly enhance students' experiences in

diverse courses- business, sociology, psychology, and political science to name just a few fields.

The computer science requirement, as it stands now, is also completely useless. I would hope that any student smart enough to be at Loyola is also smart enough to use the "help" button on Microsoft Office to figure out how to do whatever they need to do. If anything, students should be required to take a basic programming class. Computer programming is extremely useful and relevant in just about every aspect of business today. Programming can also be a very useful tool for any field which includes the processing and analysis of data. Familiarity with programming is something that would set apart Loyola students from other liberal arts students.

Loyola should strive to make its core curriculum one that is demanding and rigorous. I think that the learning aims are a good place to start. However, the curriculum committee should require more than just that each aim be demonstrated in one core class. Instead, the committee should focus on which courses are taken seriously at Loyola and which classes will benefit students and set them apart from others. Loyola has a highly respected core curriculum already and should work to make it even more relevant to students and contemporary issues.

Core Review Portfolio Project
Final Reflection
Spring 2007

1. What did you know about the Core before beginning this project?

I knew that it was a selection of classes that one had to complete in order to graduate from Loyola. These classes purpose was to expose Loyola students to all different areas of study so that we would graduate as well rounded students. The areas the classes spread include: Mathematical Sciences, Natural Sciences, Social Sciences, History, English, Foreign Language, Ethics, Philosophy, Religion, and Fine Arts.

2. What has been your personal experience of the core? What impression of, or ideas about, the core has this experience left you?

I would say for the most part I enjoyed my core classes. There were some classes that made me double think what I wanted to major in. I really enjoyed the fact that I learned things I knew nothing about. In doing this project I have come to realize, however, that many of my favorite core classes really didn't focus on the aims of the Core at all. I find it very interesting that this could be the case. However, I also see that with a little tweaking the classes could more accurately fulfill the aims and still be as enjoyable as they once were.

I also have found that I wonder how some of the classes, like statistics and computer science could fit into the aims at all. Looking at each aim's description, and what I did in those classes, and what their purpose is to teach, I don't see where they could fit into the aims, and that is where I could see Loyola needing to re-think them a little bit. For, I think that those classes were an essential part of my education, without them I definitely would not be as knowledgeable as I am now. And, they were two Core classes in which I really enjoyed.

3. Has your impression of the Core changed as a result of this project? Explain why/why not.

No, I don't think my impression really has changed of the Core because of this project. I think that really in doing this project my impression of the Core was actually re-affirmed. I think the Core is a great idea, and an essential part of the Jesuit education.

However, I do believe there should be more leniencies when it comes to the classes. For example, in high school I wanted to take Italian, however it wasn't offered so I ended up taking Latin. When I got to college I wanted to switch into Italian, but because you had to take two upper level courses in a language if I switched I wouldn't have been able to go abroad. So, I was forced to take 2 classes in which I despised in order to fulfill the Core's requirement.

Another problem I had with the Core was the fact that for my second English class I really wanted to take a class on Jane Austen because I love her books. This class was a 400 level class, not a 300, and so I wasn't allowed. But, since I didn't have any electives I was never able to take it, and was stuck taking a class that I didn't enjoy very much.

I think that issues like this need to be addressed. In talking to my friends many of us ran into the same problems. We wanted to take courses that interested us, but because the Core was so specific and narrow we often weren't able to and became stuck with courses that we weren't interested in nor liked or enjoyed. From doing this project I found that many of the classes that I wanted to take but were not able to, or ended up taking as an elective, like Italian when I went abroad, were classes that would have fit some of the learning aims of the Core. And that's where I see the biggest problem lies.

4. As you look over the artifacts you have included and reflect upon your experience as a whole, where do you see connections and overlaps among the aims? Do specific artifacts or pieces of evidence seem to be addressing more than one aim?

I think that the artifacts from my Business Ethics class are the pieces that address more than one aim. I think that they show the most overlaps as they could most definitely be put under Intellectual Excellence, Eloquentia Perfecta, and Leadership. I think that is understandable because I believe that my Business Ethics class taught me more at Loyola than any other class I took. It taught me a different way to look into situations that I could run into in the real world, not just in business, but in life. I found the class the most interesting class I've taken, and when I first started looking at the aims I realized each test I took would fit into four or five of the learning aims. In the end I picked two different tests to represent two different categories because I couldn't find anything else that would represent those aims nearly as close as both the tests could.

5. Where do you see gaps or disconnections among the aims? Were there aims that it was more difficult to find artifacts? Do some aims seem to be addressed more often or more fully than others? Have you engaged with certain aims in places other than the classroom?

Well, as I said earlier, I think the hardest aims to fulfill were Faith & Mission, Diversity, and Wellness, Wellness being the hardest of the three. I think all three could definitely be found in other areas of Loyola, in other classes, activities, clubs, but not in the Core. These three learning aims fit into well-rounded students, students who went out and got involved at Loyola. These students joined clubs, took leadership positions, went on retreats, went to lectures, played sports, went to the FAC, went above and beyond when it came to learning. Those are the students who were able to really find and learn about these Core aims. And that's what I think about a lot of these aims. I think that the students who really understand them, and who really take something away from the Core, and from Loyola in general, are the students who get involved. The students who become a part of the Loyola Community, they embrace themselves in these aims, in really learning the Jesuit ideal of educating the "mind, body, & soul." I think that as a student at Loyola I was successful in this, and although I would love to tell you after doing this project that it had everything to do with the Core, I don't believe that is the case. I believe that although the Core helped confirm what I was learning, where I was able to really understand and learn these aims was through immersing myself in the Loyola Community. Through joining clubs and teams, through leading retreats and being involved in Campus Ministry, from going to lectures, from debating with friends to reading the Greyhound every week. This is how I came to fulfill the learning aims of Loyola College. And as a senior, my advice to any freshmen would be the same: Get involved, stay involved, the Loyola Community, whether it be faculty, staff, administration, or students will teach you more outside of the classroom than you will ever imagine. So, go meet with your professors, debate with your friends, and join a club you never imagined you would, heck take a class you would have never taken, you'll be surprised at what you will learn. And for that, I thank Loyola, for educating me more than I ever expected, and giving me the opportunity to be the best graduate I could be.

Portfolio Reflection

At the beginning of this portfolio project I knew very little about the nine learning aims of Loyola College. Although I'm approaching the end of my fourth year here, I have not paid particular attention to the official description of the educational objectives for my undergraduate career. I chose Loyola College for its ability to provide a strong liberal arts education but I have never sat down to question just what that entails. This project has been a perfect opportunity to look closely at the learning aims of our college and to assess how they have enhanced my education.

My experience with the core curriculum at Loyola College shows that it is able to successfully integrate each of the learning aims into a whole. Different classes have addressed different learning aims, and by the completion of the core requirements I have a collection of experiences which show my exposure to almost all of the learning aims. Through this project I have found that not only have I been exposed to these learning aims once, but many times I learned several of these aims together and in multiple classes. This is most true of several learning aims in particular.

During my experiences at Loyola College I found that most core classes achieved the *Intellectual Excellence* learning aim. This calls for an *appreciation of and passion for intellectual endeavor and the life of the mind* as well as *habits of intellectual curiosity, honesty, humility and persistence*. Many of my courses motivated me to think deeply about the subject we were studying and question and analyze the material. This taught me to be intellectually curious. Along with this, many courses taught me to be persistent in my acquisition of knowledge. I learned quickly that not everything makes sense the first time, and persistence is the key to true understanding of a subject. I also found that

this first learning aim is often coupled with the second learning aim, *Critical Understanding*. In order to be intellectually curious my core classes helped me to develop my ability to *evaluate claims* and to *analyze and solve problems using appropriate tools*. Similarly, the third learning aim, *Eloquentia Perfecta* was usually presented along with the first two learning aims. The main objective of pursuing a liberal arts education for me was to develop my ability to communicate effectively and this was also a primary focus of most professors. I found that I learned these three particular learning aims repeatedly in each of core classes required by the honors program.

While I noticed that there are several learning aims, like those described above, that reoccur throughout the core curriculum, there are other learning aims that I found did not seem to be addressed as often. The first learning aim that I had trouble with was *Aesthetics*. I found several responses to extra credit events I attended for classes, but I felt that I was stretching the artifacts to fit the category and that none of the assignments convey that I truly learned this aim. I know that through my music history class I developed an appreciation of musical beauty, and through class discussions I learned how to express myself about those musical experiences, but I do not have an actual artifact to represent that experience.

I found myself in the same predicament trying to choose an artifact to represent *Wellness*. I took a psychology class as one of my social science requirements, and we talked a lot about caring for oneself, caring for others, development of the person, etc. Unfortunately, we only took tests for this class and did not complete any other type of assignments. I feel that I achieved this learning aim, but have no way to convey that through my portfolio.

The last learning aim that I had trouble with, and the only aim that I am not including an artifact for, is *Leadership*. I can think of a long list of leaders that I have studied in class, but I cannot find an artifact that shows that I have gained an understanding of my own strengths and capabilities as a leader. Instead, I believe that I achieved this learning aim outside of the classroom through my position as a Peer Leader in the computer science department.

In addition to the *Leadership* learning aim, I believe that I learned several of the educational aims during my college experience outside of the classroom. My participation as a leader in the Emerging Scholars program has helped me to develop and understand my leadership abilities and helped me to use those skills to encourage first year students to continue studying the sciences. Similarly, my volunteer experiences as a homework tutor in Fells Point and a volunteer at a meal program downtown show that I have learned to act as an *agent for positive change* and given me *an awareness of the multiplicity of perspectives that hear on human experiences*. I have also achieved the *Wellness* goal through my participation in intramural sports and attendance of extra events sponsored by the Honors Program. I also believe that my major classes have been an equally important part of my undergraduate experience and have reiterated most of the learning aims.

Overall, this portfolio project has been a really useful experience for me as a graduating senior. Looking back over the assignments I have collected in the last four years has given me the opportunity to reflect on my experience with the core curriculum. It has strengthened my view of how much I am taking away from the experiences of my core classes. As I have become more and more involved with my department I have

thought less about the core and this project has reminded me that the core was an integral part of my education at Loyola College. As a science major I feel that the core has enhanced my technical work by helping me to develop my ability to communicate effectively and I believe I will be relying heavily on those skills as I begin a graduate career in research in the fall.

Conclusions:

When I first applied to Loyola, one of the greatest draws for me was the Core. I had an idea of what I wanted to do when I grew up, but I was certainly open to other options. I kept thinking that maybe I was really meant to do something entirely different with my life, I just didn't know it yet; thus, the appeal of the Core.

Fast forward to the first semester of my sophomore year: at this point, I now have several cores under my belt and a major decided upon; it is also at this point that my former appreciation for the Core seems to rapidly diminish. There were several departmental and non-departmental "electives" that I seemed much more interested in taking than I was about my math and science cores. By the time I had all my major requirements and Core classes out of the way, there wasn't a lot of room for me to be taking classes I was really interested in.

Although I cannot deny that the Core once held a great appeal for me, and I understand why the College has put it into effect—the longer I spend at Loyola, the greater hindrance the Core seems to be to me.

I am now of the thought process that I went to high school for four years taking courses in which I had little say in their subject matters, and now in college, I find myself in a comparable situation. If a student is paying \$40,000+ to attend at college I think that, outside their major requirements, they should be allowed to take whatever courses they so desire to allow them to graduate with the required amount of credits.

I understand that the Core is in place to ensure that students graduate from Loyola as well-rounded individuals but I think it is important to recognize that for most, coming

to college signifies the beginning of adulthood. Thus, as adults, the students of Loyola should have the freedom to decide what courses (again, outside their major requirements) their college careers consist of. College is the first time students are truly able to study subjects which are truly of interest to them.

It is time that the College allows the students' to take their personal development (by which I also equate with well-roundedness) into their own hands; to embrace to their adulthood.

Final Reflection

Overall, I can say that the core curriculum has incorporated the nine educational aims of Loyola College. While some of the classes integrated a number of the aims into the curriculum, others focused on only one aim.

In looking over the work that I have done in the core classes, it is interesting how I was able to see what I was actually taking away from the class. Moreover, I noticed that Critical Understanding and Intellectual Excellence seemed to have been a clear objective in the majority of my core classes. Other aims, such as Leadership, Wellness and Aesthetics did not seem as prevalent in the courses that I have taken.

The core has enriched my undergraduate experience in that I now have a diverse understanding of education. I have had the opportunity to participate in classes that have stressed many aspects of a liberal arts curriculum. During the process, I may not have been aware of this opportunity, but as I reflect upon the experience I know that this has helped me to become a diversely educated individual that has much more to offer to a future employer.

In reflecting upon each of the core classes I have taken, it is clear that the majority of them focus on Critical Understanding, Intellectual Excellence, Eloquentia Perfecta, Promotion of Justice and Diversity. In any field, these aims are critical. For instance, one must have the knowledge to take on a task. They must also be able to analyze a problem and be able to communicate the issue in a clear, concise and informative way. Finally, promoting justice and diversity are two aspects of our society that many people do not take into consideration from both a practical and an academic point of view. In our

dynamic society, issues arise in every field that pertains to justice and diversity. Unless one is educated in these areas, or is at least able to accept that these areas must be addressed, steps cannot be taken to approach the situations and improve the social problems that exist in relation to these two aims.

I noticed in my evaluation that Faith and Mission, Leadership and Aesthetics did not seem to overlap in any of the core classes. In my fine arts class, an appreciation for music was the focus of the course. However, in my other core classes the objectives were not to appreciate music or art, but other aims.

Leadership was another aim that was not stressed in the core. While in some classes leaders naturally step up and play a role in the class, this was not an objective of any of my core classes. Classes that pertained to my major emphasized on leadership attributes, especially with regards to group projects. Therefore, I would encourage the committee to possibly integrate a leadership objective into the core, whether it is as a class in itself, which can also incorporate promotion of justice and diversity, or make it more prevalent in current core classes. I think having a class that incorporates the three aims would be extremely beneficial to students since these are very important aspects of society that play a major role in all of our lives.

Finally, the Faith and Mission aim did not overlap into any of my core classes. I had more experience with service learning in my major class with mission. I think having a service-learning requirement in a theology class or history class can help students to appreciate service as both a way to exercise faith but also to promote justice and serve others in our society.

Of all of the aims, I think that I was challenged with *Eloquentia Perfecta* and Critical Understanding the most. First, when I came to Loyola as a freshman, I had trouble organizing my ideas in a way that is coherent to others. This showed greatly in my writing. However, as I look back on the past four years, the classes that I have taken in the core have helped me to learn to organize my ideas and communicate clearly to others.

Critical Understanding was challenging in that I had to learn to analyze different situations and use resources effectively. For instance, analyzing poems in my Understanding Literature class was a challenge for me since I am not too fond of the subject. The core forced me to work hard to understand a subject that does not come as easily to me than others. Also, the fact that I had to use many resources and be able to cite them correctly was a new challenge for me. The core helped me to learn how to do this properly so that I could continue doing so throughout my major classes.

While I think the core has fulfilled a majority of the aims and sub-aims, my biggest complaint and recommendation would be the introduction of a course on public speaking and/or presentations. As an employee in any business, one is required to communicate ideas clearly through words. Whether it is presenting a new product, a new business opportunity, teaching a class, or informing a crowd on a new scientific discovery, oral communication is crucial in our society. Therefore, I propose that the committee try to implement a class that focuses on these objectives as part of the core, as opposed to a major requirement.

Throughout the four years at Loyola, there have been many opportunities to experience the nine undergraduate aims. For instance, community service and service

learning allowed me to participate in service and mission. Also, in my major classes, I have been able to apply Eloquentia Perfecta, Critical Understanding, Leadership and Promotion of Justice.

As an Accounting and Spanish double major, I have been able to improve my competence in another language and at the same time work on presenting ideas clearly in my own.

Critical Understanding is an aim that the Accounting major aims to fulfill. There are so many subjects in Accounting that require analyzing data and solving problems based on a limited amount of data. I have had to develop into a critical thinker that uses the resources available to the best of my ability.

Leadership is another aim that I have been able to experience in my major classes. Group projects are very popular in a business setting; therefore, someone needs to take the role as a leader. I have been able to do so in many cases and have learned a great deal in each circumstance.

Finally, Promotion of Justice is an aim that Accountants must deal with all the time. Ethics and moral dilemmas occur everyday in the business environment and it is the Accountant's job to adhere to ethical standards and do what is right for the company, those that work in the company, and finally his or herself.

The core curriculum has allowed me to obtain a great deal of knowledge that has made me a well-rounded individual. If I ever wanted to change occupations and try something new, I would have a great foundation for choosing anything I would want. Having a firm background in the liberal arts has helped me to mature and learn new things over the past four years. It will allow me to appreciate other occupations and ideas

in the future as well. To conclude, I think the core curriculum is a wonderful aspect of the Jesuit education. As I said, a few additions can be made to enrich it even more, but as a whole, I am very happy in the education that I have received from Loyola College.

Reflection on the Core as a Whole

My experience of the core curriculum at Loyola has been a positive one. Personally I've enjoyed the broad range of classes I've taken because I now feel more competent in a number of fields of study. As a whole, I believe the core curriculum and the undergraduate learning aims have gone hand-in-hand in my experience. However, some aims have been more apparent in my education than others. For example, intellectual excellence, critical understanding, eloquentia perfecta and faith and mission have played a major role in the majority of my core classes. These learning aims were so apparent in my coursework that it was difficult for me to settle on one piece of evidence to use for them in the portfolio. Others such as leadership, wellness, aesthetics and promotion of justice had more clearly defined places within the core curriculum. It was obvious that my fine arts core went hand-in-hand with the aesthetics learning aim and that wellness went hand-in-hand with environmental biology. The only learning aim I really struggled to find evidence of in my core education was diversity.

However, I believe I positioned myself in classes in such a way that lent itself to experiencing all of these aims so clearly and in such a positive light. I chose to attend Loyola because of its strong core curriculum. I've always been interested in a number of academic subjects and I was happy to find that at Loyola I would have the opportunity to further my knowledge in a number of fields, not only my major. I immediately realized that I had a great deal of choices in the classes I could take to fulfill my core, and I wanted to take advantage of that opportunity. For example I saw that my fine arts requirement could be fulfilled by taking anything from art history to introductory music to photography. During scheduling when I got closed out of photography I didn't choose to take another fine arts class just to fulfill the core requirement. I chose to wait until another semester when I could get a spot in the class that I knew I would find the most interesting. In a similar sense, I always chose to wait until I could enroll in the more specialized core classes because I thought that I would gain more from studying subjects in a more specific context or in a context that was more relevant to me. For example, for my ethics core I could have taken a fairly general ethics course, but instead I chose to wait to take media ethics because of its degree of specialization and its relevance to me as a journalism major. I never felt the need to rush through my core classes and so I believe that in the end, I got more out of them because I made smart decisions in my selections. For this reason, I believe that I've personally found these undergraduate learning aims of particular relevance to my education, possibly more so than others.

In my case I feel that my experience in other parts of the Loyola community has supplemented what I have gotten out of the learning aims in the classroom. For example with the promotion of justice learning aim, I found evidence of one of the sub-aims in my societies and institutions class with my terrorism synthesis paper. However, I found evidence of another sub-aim - solidarity with the materially poor - through volunteer work in my service fraternity, Alpha Phi Omega. I've found evidence of both leadership and an appreciation of diversity being a member of the Evergreen freshman orientation staff. We are trained to be leaders for the incoming freshman and we also undergo a great deal of diversity training in order to serve in our positions well. I find evidence of critical understanding and eloquentia perfecta as a staff writer for the Greyhound student newspaper. In my case, I feel as though the learning aims are something that I have

experienced both inside and outside of the classroom. As a whole they have played a pivotal part in my Loyola education.

Reflection Cover Letter

1. What did you know about the Core before beginning this project? Think about what you learned about the Core from the college catalog, web site, orientation sessions and materials, advising session with core and major advisers, etc.

I knew that the core curriculum covers the liberal arts education by a wide range of subjects from the humanities, mathematics, science, and the social sciences. I knew that the core gave a well rounded education by helping students explore different areas to choose their major (particularly if you are undecided). It also bring students to see in a different perspective, encourages them to think and to solve problems in different ways.

2. What has been your personal experience of the core? What impression of, or ideas about, the core has this experience left you with?

I only took half the core requirements so far and believe that I cannot fully explain my impression of the core. I want to mention that I did not enjoy the experience in some of my core classes because certain professors taught differently and assigned different materials. When I hear some of the other students about their professors and how they teach and what materials they have to read, or the type of work involved, I sometimes wish that I was in that class instead. The way some of the professors taught, the lack of enthusiasm and the lecture going off in tangents doesn't give me any motivation to go to class or to learn more. Sometimes I thought of transferring to a non-Liberal Arts College, so I would not continue with the lack of motivation in the Liberal Arts education I receive.

3. Has your impression of the Core changed as a result of this project? If so, explain how it has changed and why it has changed. If not, explain why.

My impression of the Core changed somewhat. Knowing all nine core aims let me be able to see the purpose of the core classes, but I still lack to see how some of the material covered in some of my core classes exemplifies any of the core aims.

4. As you look over the artifacts you have included in your portfolio and reflect upon your experience of the core as a whole, where do you see connections and overlaps among the aims? For example, do specific artifacts, or pieces of evidence, seem to be addressing more than one aim? What other experiences can you recall where multiple aims seemed to be working together?

The only connection I see that overlaps some core aims is the artifact of my essay on the subject of Augustine and Plato. I thought this artifact covered few different categories (Intellectual Excellence, Critical Thinking, Eloquentia Perfecta, and Wellness). I focused on Intellectual Excellence because the course covered most of this core aim.

This artifact also exemplified Critical Thinking because of I was able to evaluate a claim or reason based on logical coherence. Not only that, the course focused on the well being of the person's mind and spirit. My Intermediate French II class as a course covered more than one core aim. For example, that artifact I have chosen from my French class was the sustainable tourism project brochure. This artifact exemplifies diversity. Some parts of the course exemplify Eloquentia Perfecta with the sub-aim of the competence in a language other than one's own. The French compositions we wrote in class truly illustrate my proficiency in the French language.

5. As you look over the artifacts you have included in your portfolio and reflect upon your experience of the core as a whole, where do you see gaps or disconnections among the aims? For example, were there aims for which it was more difficult to find artifacts demonstrating your engagement with that aim? In your reflection upon the core, do some aims seem to be addressed more often or more fully than others? In your experience of the core, have you engaged with certain aims in places other than the classroom?

I had a difficult time finding an artifact that demonstrated the core aims of Leadership, Faith and Mission, and Wellness. I managed to demonstrate Faith and Mission from my Understanding Literature class. We used the Examen in class and although it didn't cover the core aim as a whole, it did give me a sense of it by practicing the Examen. I know none of my classes elucidates this core aim because I have not taken a theology course, which would most likely demonstrate this core aim. In my experience of the core classes, I do not see a lot of Leadership. As a student studying marketing, I see this core aim often in my business core classes than my Liberal Arts core classes. There is something I would like to mention. I believe that in order to see if the core classes focus at least one core aim, I would suggest this: the professors should hand out a list of the nine core aims to the students in the beginning of the semester and to keep in mind about the core aims. At the end of the semester, the professor would assign the students to write a one to two page paper of which the core class aimed. This would help whether or not if the course did cover at least one core aim.

Reflections on the Core

As a double major who started both of her majors sophomore year, I have plenty of reasons to resent the Liberal Arts Core. The main one (for brevity's sake) is suffering through 6 courses for 3 semesters, half of my college career. But, surprisingly, I love the Core. I think it is the best and sure way for us students to experience other disciplines so we could have a truly well-rounded liberal education.

From the very first days on campus, I was hearing horror stories about the Core. "It's a pain!" "What a waste of time!" "Who needs English or Philosophy?!" "I am going to have to take classes over the summer, so I could graduate on time!" Everybody I talked to, from the Evergreens to fellow incoming freshmen, seemed to voice such negative reactions. Obviously, I started to worry. I found myself constantly wondering if the Core was really that bad; I didn't even know much about it. So I tried to find out how much of a "pain" the Core really was.

I stumbled on the requirements of the Core in my maroon course catalog. They seemed to me very flexible. All I had to do was take 18 courses that seemed to me to represent all of the disciplines that the school offered. It wasn't bad at all, especially when I found out that, for the most part, I had the choices between departments and courses within each department. So far, so good. But, when I looked at the requirement of my majors (for some insane reason, I wanted to be a double major in psychology and biology), I found that I might have to suffer a little bit. (Luckily for me, the double major was in theory do-able along with the Core in 4 years, all thanks to my Advanced Placement Exams credits.) My fellow students' negative reactions were justifiable after all.

Because of the strictness of the Biology major, I was unable to take more than one Core class during my first semester. As with all freshmen, I enrolled in WR 100, which was formerly

known as CM 100. I was excited; I was going to learn how to write like a real college student. As the semester went on, however, I quickly became disappointed. The class was nothing like I had in mind. The writing assignments were by no means special. It was my high school writing class all over again. (To be fair, however, I did take AP English Language, which was very similar to WR 100. However, I only scored a 3 on the AP exam, which was not high enough to receive credit for the Composition Core.) This first encounter with the Core was an omen indeed. At the end of the fall semester, I wondered if those depressing views on the Core were right after all.

With this fear, I began my second semester. This time, I had room for two Core classes, deciding on the 200-level English Core (EN 203) and Western Civilization (HS 101). I figured that since I am bound to suffer, I should try my best to quickly finish up with the Core. However, I was proved wrong once again. Both English and History were essential to maintaining my sanity. By this time, I started to abhor my science classes. The Core classes, then, became the way to escape them.

My enjoyment of my English and History classes increased as the semester went on. Their assignments were extremely different in comparison to the ones I had in my science classes, and they allowed me to be more creative. As I was suffering through the long reading assignments and writing critical analysis papers, I realized that I was actually happy. The readings provided me with different perspectives of people and the world and people, and the papers increased my intimacy and understanding of the texts.

As a result of my newfound contentment, I switched my major from Biology to English, which was my favorite Core class so far, while still keeping my Psychology major in mind. Ever since my change, I had a more positive outlook on the Core. The requirements rather than being burdens became more like opportunities to experience new subjects in new ways. During my

sophomore year, I explored Art History (AH 111) for the first time, while I honed my speaking skills in French (FR 103). My junior year marked my introduction to both Philosophy (PL 201, PL 202) and Theology (TH 201, TH 269). I am also looking forward to learning about the Vietnam War (HS 372D), French culture (FR 104D), and eventually Ethics during my final year here at Loyola.

The Core, however, is not perfect. Even though for the most part I do have a positive opinion about the Core, there are a few bothersome quibbles. As I mentioned earlier, I was not satisfied with the Composition course. I feel that the class did not help me at all with my writing; I think I profited more from my English and History classes. My first Theology was also pretty dissatisfying. Even though it introduced me to a religion other than my own, I did not manage to grasp any of the major teachings until I got into my second Theology Core, which is Theology and Literature. Then, I was able to understand concepts, for example providence, the significance of Eucharist and relics, etc., using concrete examples from literature.

As I reflect on my still ongoing experience with the Core, I am realizing that the positives far outweigh the negatives. Like I said before, because of the Core, I was introduced to many subjects that I never encountered before (Art History) or completely avoided (like Philosophy). Taking classes, such as Philosophy and Theology, alongside classes in my double major highlighted the "interconnectedness of all knowledge" (Intellectual Excellence aim). Through the numerous assignments, I was able to use "speech and writing effectively, logically, gracefully, persuasively, and responsibly" (Eloquentia Perfecta).

On the other hand, there is always room for improvement in the Core. As I look over my artifacts, I notice that many of the undergraduate educational aims are missing. As of now, none of my Core classes specifically targeted Leadership, Faith and Mission, or Wellness. However, I

do think they were present in my overall experience here at Loyola. I think leadership shines through in our involvement in the numerous clubs on campus, while the Jesuit's faith and mission is ever present in our dedication to volunteering and service, and lastly our wellness is promoted in our beautifully grand FAC. Overall, from my own experience, I think the Core greatly complimented my education at Loyola. To use the cliché, it was the icing on the cake.

The Reflection Paper

This portfolio project has helped me to appreciate the core curriculum at Loyola College. When speaking to my friends who attend other colleges, it is quite evident that our core is by far more extensive. At the start of my freshmen year I felt disadvantaged because of the rigorous nature of the core. The high number of core courses meant that I would have to limit my selection of electives throughout my college career. Nonetheless, the core curriculum has had a profound effect on my educational experiences here at Loyola College. The College truly has lived up to the expectations set forth by the maxim, *Cura Personalis*. Upon graduation, I will leave Loyola with more than just an extensive knowledge in my field of study. I have gained a thorough background in a wide variety of areas within the liberal arts. The core offers a wonderful sampling of courses from many different departments. The intricate blend of required prerequisites and proficiency levels, ensure that students achieve comprehensive understanding of key concepts in the curriculum. Not only have I developed essential problem solving abilities, I have also learned how to communicate my ideas effectively. As a student of the college, I firmly believe that both my classmates and I have the whole package! This is precisely why the Loyola College degree is so precious.

Furthermore, the core curriculum has enhanced my learning experiences here at the college. The professors of my core courses went to great lengths to bring our lecture material to life! Although the course expectations are set at a high level, I have found that all of my core professors truly wanted me to succeed in my studies. I can vividly recall the interactive lectures, the fascinating class discussions, and the colorful photographs of slide presentations, as I reflect on my classroom experiences. I also consider the many moments I left the classroom in deep reverie over the material I had learned. In my core courses I was doing more than simply memorizing dates and facts, I was applying the information I had learned to my own life. I took the time to consider the moral and ethical implications of the ideas in my course texts. The core curriculum helped me to understand the big picture. I developed a love for learning. I have discovered how to be an active learner, to be persistent, and to critically analyze resources. College is only four years of my life, but these values will help me to conquer greater challenges outside of the classroom. After getting through Aristotle's *Physics*, understanding the writings of

Herodotus, and deciphering complex theories of supply and demand... I know that I can face the new and exciting challenges of the real world.

The core has also helped to enhance the social component of my undergraduate experience.¹ It is wonderful to be able to have a conversation with someone about German Impressionist art, or to discuss my favorite novels with other students. I even have a subscription to the *New Yorker*, why? I loved the excerpts that my teacher used to bring to class. The curriculum has cultivated my appreciation in the liberal arts in so many ways. Throughout my core coursework, I was exposed to art and literature that I may not have seen otherwise. I now have a great interest in American literature and various types of art. Each of these interests stem directly from the material I learned in my core coursework. I am accounting major who can talk about more than numbers! There were a number of occasions in which I was able to impress interviewers, senior partners, and even my parents by integrating my knowledge of the liberal arts into discussions.

As I progress in my undergraduate career I can see the connection between the liberal arts and my major course of study. In my core courses I noticed many overlaps in learning aims. The learning aims of the social sciences and business curriculum were quite similar. History, religion, and politics often influence the spending habits and economic politics of the nation. I take the time to stay current with international news and trends. I make a consistent effort to stay aware of the issues which affect our global community. This is a sharp contrast to my behavior in high school; I hardly ever read the paper or bothered to watch the evening news. There is a strong correlation between the cultural components of a country and the financial policies implemented by the government. In my research I have blended the elements of the liberal arts. I am currently studying the influences of the Islam on the taxation within Arabic countries. My research has become more interesting as I examine the relationships between different components of the liberal arts.

My development over the years can be attributed in part to this curriculum. After reflecting upon my college career thus far, I have grown academically, spiritually, and professionally. My core courses have encouraged me to think beyond my current undergraduate

¹ I recently went to see the movie 300 with my Dad. It was awesome to be able to tell him the story of Thermopylae, and the traditions of Sparta. He was amazed that I knew some much about Ancient Greek history. He asked me, "are you studying that now?" I said, "No, that was last year." The knowledge of the core has definitely had a lasting affect. Although my Golden Age of Athens course was nearly a year ago, I can still remember much of the course material clear as day. This is in part to due to my enthusiasm for the class, as well as the great learning experience.

career. I take the time to think about my salvation, my involvement in the community, and life after college. As I wrote my reflection essays I could not believe just how much information I had been able to learn and retain. The foundation of knowledge I gained from the core curriculum allows me to successfully complete my more difficult major coursework. The demands of the core have taught me discipline and the importance of thorough study. Each and every core course is a testament of my hours of study and critical thinking. I can understand the basic ideas of economics, philosophy, calculus, ancient Greek history, and many other areas of the liberal arts. When I speak with individuals about Loyola, one of the first features I mention is the core. My initial views of the core have drastically changed. I now speak about the core with such enthusiasm. The core curriculum has been one of the many benefits of my liberal arts education at Loyola College.

This portfolio tries to address the issues how well the core curriculum reflect, enhance, and integrate into the coherent undergraduate educational aims. First of all, these core classes offer substantial materials for students to study and to examine their knowledge. As a result, many aims and sub aims are achieved. For instance, the two dimensional design classes offer a lot of projects so that students can form and shape their views of aesthetics, from the use of color to the interpretation of motif. Hence, students are able to gradually develop their appreciation of beauty; furthermore, they can establish the ability to express themselves on aesthetic in their own way. In addition, we can see that many aims and sub aims are addressed in more than one class. In this way, students can have firm opportunities in trying to address all aims because it usually is a progress to address all aims along with sub aims. For example, the second sub aim of Eloquentia Perfecta has been addressed in my math and science core classes. We need to do group projects for these two classes, and therefore we use Microsoft Powerpoint as a common presentation tool numerous times. Thirdly, all aims and sub aims are addressed with emphasis in core classes. For instance, all essays in liberal arts classes weigh a lot in students' final grades. Most of essays require their ability to critically think and evaluate pieces of work. Hence, the aim of Critical Understanding: Thinking, Reading, and Analyzing has been an important part of essay required classes.

Normally, the connections, coherence, and integration between core classes and the undergraduate educational aims occur in major assignments of these classes, such as essays, presentations, and projects. Even though all assignments have different requirements and aims tailored to the classes, they do have things in common. First of all, they all require a deep understanding of materials presented in the classes and therefore

they allow people with abilities addressed in the educational aims to fully exercise them. Also, they demand full attention and time from students so that students address the aims while completing the assignments.

I acknowledge that the aim Critical Understanding is addressed in essentially every class because it addresses basic abilities of students to complete assignments. So are aims Intellectual Excellence and Eloquentia Perfecta. On the other hand, aims like Aesthetics and Faith and Mission seem to be addressed in particular classes, namely art classes and theology classes respectively. I understand that there is a diversity learning requirement for the class 2010 and after, and this can be accomplished in numerous classes of different subjects. However, there should be more encouragement in promoting the aims like Leadership, and Promotion of Justice. Both can be addressed or covered in many classes as long as care is taken to do so.

I also realize that many activities on campus cooperate with classes well in terms of addressing the undergraduate educational aims. Center for Community Service and Justice has been a strong force in creating a good atmosphere and learning environment for students to learn about social justice issues while performing community service. In addition, the ALANA office along with many ethnical clubs has worked hard to bring more diversity onto campus and therefore create the awareness and importance of diversity. Many offices offer leadership positions so that students are able to develop as leaders, such as Student Life and Leadership Office.

FINAL REFLECTION

I remember saying as a freshman that if I knew ahead of time what the core entailed, I might have chosen another school where the core wasn't as intense so I could get to explore my major sooner. Then I changed my major. I can honestly say that I might not have been able to successfully choose a major that suits me without the core existing. I probably wouldn't have taken a sociology class if it didn't fulfill the core. After being exposed to various disciplines, I was able to make a more responsible decision about what major I wanted to pursue. Many of the learning aims I've been asked to consider were brought to my attention as a result of various classes, but some also weren't. Though I continued to see connections between classes and various studies, I still felt that the core though helpful was a bit excessive. There are some students who are terrible at science and math and don't anticipate having to work their way through classes in those disciplines once they enter into college. On the other hand I am aware that being versed in many disciplines caters to the whole person and helps one to not be close minded.

The aims that didn't overlap and lacked connection for me were aesthetics and diversity as expressed in my reflections of those learning aims. I can say that where courses didn't help me achieve those learning aims, my experiences outside the classroom certainly helped. I am a student who is very involved in the Loyola community so I often found ways to explore aesthetics and diversity when I felt it was missing in the classroom. Though this is my experience, it is obvious that not all students are engaged in extracurricular activities so it will be important to evaluate how all learning aim can be incorporated in the class room so that any additional extracurricular reinforcement will be an added bonus to what has already been gained.

When I first looked at the core and thought about it when I signed up for the core curriculum review portfolio, I had no idea what I was in for. I thought it would be as simple as some portfolios I have put together in the past for writing classes, but there was another level to this one that challenged me. The other portfolios have been a culmination of my work up until that point in a single subject. It was when I was asked to do it across multiple subjects and explain myself in the process that made it a little more challenging—which is a good thing. For the most part, being so immersed in the literary tradition of things, classes like Medical Sociology made no sense for me to take. It did not make sense that I should have to struggle through some classes I had no interest in whatsoever.

In completing this portfolio, I have learned that the courses are a lot more connected than I first believed them to be. I was always told how useful critical reading and writing skills were, but up until this point, I really just thought it was my English teachers holding the bias that their subject is the best and therefore most important. What I learned was that they were right. With the exception of science and math, the critical reading skills acquired in literature classes can really be applied to any class. Writing is a little more universal because it can be used in math when needed to write out proofs and in science for lab reports.

Another difficult thing about this portfolio was choosing one class to fulfill a certain learning aim. Classes overlap as far as the aims go. Besides the aesthetics aim, all of the other aims were briefly touched on upon in my other classes, but no one class really encompassed just the aim it was picked to represent. However, the aim of Wellness was a stretch—and i know it—because I have yet to really have a class that teaches "a

freedom from addictive behaviors." The only way I could think of was what I wrote. The two core classes I have yet to take are the second theology and my ethics class—both will be fulfilled Spring '08. Also, another one that was hard to fill was the Faith and Mission core aim because the professor showed it in her life, but I currently feel so disconnected from anything religious that the aim is applied more towards the professor than me.

Out of all of the learning aims, I believe three are very closely related: Intellectual Excellence, Critical Understanding: Thinking, Reading, and Analyzing, and Eloquentia Perfecta. The three of these aims really lean on each other more than any of the others. Critical Understanding is part of Intellectual Excellence and Eloquentia Perfecta seems to be a result of Intellectual Excellence. A person needs to have the ability to do things before they can be appreciated and as a result, there is a wider range of competences.

Overall, I feel as though this was a really good experience. I honestly did not realize I learned as much as I had through the core curriculum. For the past three years, I have been wrong in assuming that I have learned more through my four English classes than I had in anything else—ok, maybe the exception being Electronic Music Studio because recording music is a whole other world. This portfolio has actually given me an appreciation for the classes I loathed taking as well as given me the appreciation of a little hard work. I am glad I struggled in the classes I did to obtain a better understanding of the material presented because I now realize how much of a rounded education one can receive if a little hard work and focus is put into the core.

Final Reflection

As a second semester senior I have completed almost all of my core classes and as a whole I am satisfied with my experience, but after looking at some of Loyola's learning objectives I realized that for me the core did lack in specific areas. I realized that it was significantly easier for me to find classes and evidence of the learning objectives in my speech language pathology classes.

The first time I looked at the core review guidelines was the first time that I even knew that learning objectives existed. I think that the core can be more successful if students are aware of the aims from the beginning. As a whole, the core reflects some of the educational aims simply by highlighting them throughout the class. One of the first examples that came to mind was service learning to fulfill the faith and mission learning objective. And for some classes, the aims enhanced the class but for the most part I did not see them play a significant role in the core.

With that said, that does not mean that I did not enjoy the core. I did enjoy taking classes outside my major because I believe I have a better, well rounded education. The core also challenged me to do some of my hardest work because there were classes that were just very hard for me to follow. Although I did not get an A in those classes, I know that I put all my effort in them.

I believe that a big disconnect that I am seeing between the core and the educational aims comes from the classes themselves. I am not sure if professors are given these aims when creating a core class. Although I was able to come up with an example for almost every learning aim, there was only one class that I felt completely confident met those aims. That class was cultural diversity.

There are two aims in particular that I did not see a strong connection to the core. The first one was leadership and the second was wellness. In regards to leadership one can say that because of my service learning in Introduction to Theology, I was acting for positive change but I disagree because the learning aim says "willingness to act as an agent for positive change." The service learning experience for me was a requirement, therefore I did not show a great degree of willingness when I began the commitment. Finally, I believe that the core classes can do more to address the wellness learning objective. Various classes should have a stronger emphasis on nutrition, mental health, and personal wellness. I think this addition can give students the proper information on living a healthy life.

I do have one last comment on the core curriculum at Loyola. I believe that in order for it to be truly successful some of the classes should be taken with a student's major and all of the core classes should have a uniform syllabus. My first example of a class that should be taken in a student's major is effective writing. For me effective writing was useless because we focused on writing short narratives, creative writing, and responding to short stories. As a speech pathology major, I use a lot of professional and clinical writing. A professor tore apart the first few papers I wrote for my major because I used the skills I learned in effective writing rather than more professional writing. I also had to take a writing class within my major in senior year. I believe that my major writing class would have been more effective as a core class.

My other problem with the core is that there is a large discrepancy among core classes in the same department. Each core history, English, theology, and philosophy classes differ depending on the professor. Some classes have two exams and one term

paper whereas other classes are a lot more work intensive. I learned early on which core classes required the least amount of work and those were the ones that I took. Now that I look back on it, taking the easy way out undermines the idea of the core. I believe that many other students choose their classes just as I did which does not stimulate intellectual curiosity.

Concluding Points

As you can see, this portfolio contains a wide array of different types of assignments. Each, I believe, gives an interesting depiction of one student's reflection (my own) on the core curriculum. The most important item to note however, is how the curriculum fulfills these nine learning aims. Noticeably, you can probably tell that I left absent the fifth and ninth learning aims. As I shuffled through the hundreds of assignments I've had, I have yet to find one that fulfilled each of those. Granted some classes may have looked for leadership in an academic context or tried to promote wellness in some part of a lecture, but ironically, no professor has given me an assignment that asked me to reflect or discuss either of those issues.

I can nonetheless say that I definitely have experienced these learning aims outside of the classroom, particularly in the realm of extracurricular activities. Some of those organizations include Campus Ministry, Student Ambassadors, Peer Judicial Board, Choice Alcohol and Drug Education Team, etc. If the purpose then is for these classes to be in conjunction with things we do outside of the classroom, then yes, I have seen every one of these learning aims in some way or another during my time here at Loyola.

As I reflect back now on what I have completed, I value the extent to which Loyola has tried to incorporate these aims into the classroom. This exercise of reflecting back on my assignments as more than just a tedious task has also helped me to value the core as more than just a set of requirements. The older (and I guess more mature) I get, especially academically, the more I have come to appreciate the wide array of classes I took. Not only did the core help me personally sort out my major (Political Science), but it helped me choose my minors (Classics, International Business). With this in mind, I

would strongly urge you to perhaps incorporate this exercise into the curriculum of Loyola, whether it is in a class or just a requirement for graduation. I strongly feel that I can testify firsthand how enriching this experience was and how beneficial it would be for Loyola undergrads to appreciate the work they completed while here.

Reflection

Throughout my Loyola education, and in light of the core, I have seen many connections in the learning aims of my classes. For the most part, my classes have been thought-provoking, interesting, and insightful. A majority of my classmates have been incredibly smart, funny people who I enjoy seeing every day. My biggest grievance with the core, however, is that I do not feel it has challenged us enough. One of the questions we must ask is, "Is the core defined just within the curriculum?" While my core classes were somewhat challenging, there was very little supplementary material to go along with them. I found that once class was over, then the intellectual thought and stimulation ended with the class period unless I sought it out myself. At a higher education institution with a talented, smart student population, teachers should challenge us outside of the realm of tests and quizzes. To be sure, there are lectures to go to if you're interested, but I think there should be required functions to go along with class...for example, a trip to a museum or a guest speaker in class. I found that, especially with the Philosophy, the classes were more geared toward tests and quizzes, and whether or not you did the reading, than what kind of thoughts you were coming up with. At a higher education institution which is designed to urge us on to deeper, more reflective thought I think this is a waste of time and tuition money. Tests and quizzes have their place, but they should not be the only challenges we are given.

Of all the learning aims to be addressed, the two that I found to be most lacking were leadership and diversity. What is most scary is that these are inherently intertwined. While Loyola certainly gives us the strongest academic base with which to attack the world once we are out, there are very few classes that teach students *how* to be leaders. Some say leaders are born, but I believe they're made. The core classes should reflect that we are leaders and not be designed with the mentality that students will not do work. I found during my education at Loyola that this was the mentality, so tests and quizzes were the evaluative measures taken. Rather than giving students the benefit of the doubt, students are even given pop quizzes in some classes. It's high school all over again in many classes, and this is scary. And I certainly am not complaining from the position of someone who has a poor GPA. I have worked for my GPA, and am proud of it, but I think the attitude toward students needs to change, and the scope of the core classes can do this.

Above all, the diversity requirement is lacking at Loyola. I don't believe installing a "Diversity" requirement will change much. I believe the idea of diversity should be woven into the fabric of every single core class. For example, in Theology, I learned all about Christianity. In a time where Islam is such a controversial issue, there should be basic education given on the Muslim religion. In English, I received much of the same education I received in high school. In fact, high school was more difficult because I had never encountered it before. Sure, there are the classics, but I think this reflects my experience with the core. The set-up of the core has been based on the idea that "This is the way we have done things. It has generally worked, so we will continue to do things this way." This goes back to the idea of being a leader. The world is dynamic, and Loyola

should mold leaders to work in a dynamic environment. In this vein, our core should be constantly updated and reworked to address that notion, even if just a little bit at a time.

Final Reflection on the Core Curriculum

After evaluating the core my perspective of its educational goals has changed. Initially I saw the purpose as to give the students at Loyola a taste from all the disciplines. But, looking at the educational aims I discovered that some classes reached those goals better than others. For example, the required theology and ethics courses fulfilled the educational aims better than the computer science core. In this manner it should be evaluated the place of the computer science class or adopt a new education aim to which this course would apply to. The core curriculum does take up a lot of our educational career at Loyola but I do understand its place. By taking courses in writing, English, and philosophy I have seen improvements in both my reading and writing skills. These courses helped in fortifying my ability to read and analyze literature as well as express my opinions in a clear and concise paper. My course in creative writing helped me become a stronger writer and has helped me greatly in my major, which is political science. One problem though with the core classes is that some classes do not stimulate as much interest as others. Therefore the class is viewed more so as an obligation than a learning experience. There should be more flexibility when signing up for core classes, for example there should be multiple computer science courses available outside of just the introductory course. This portfolio project has given me a new found respect for the core, but as a student it is frustrating to take courses outside your major. It just seemed that I have taken so many more core classes then classes that count towards my major and minor. I do recognize the benefits from such courses and many of my classes have made me a better student overall, it is just very time consuming. The only recommendation is more flexibility and more classes should be offered. The core curriculum does do an

adequate job at reaching the nine educational aims presented in this portfolio. But again, some classes reached the aims more than others and this should be taken into perspective. The courses do make students stronger academically if they take the course seriously and not just as a course they are obligated to take.

Overall Reflection

The variety of the courses in the core lends itself to the undergraduate aims. Writing and language classes address eloquentia perfecta. Fine arts and writing classes lend themselves to aesthetics. A variety of classes, especially if they have a service learning requirement, address the justice, diversity, and faith and mission aims at least minimally. I haven't taken any history classes at Loyola, but I would argue that history, literature, math, science, and ethics classes really embody critical thinking and intellectual excellence classes. In my own experience, my Human Growth and Experience class, which was within my education core, addressed the wellness aim but, like leadership, I think these aims could be stronger within the structure of the core curriculum. Overall, the core curriculum promotes a diversity of educational experiences and addresses a variety of undergraduate educational aims in some way.

At Loyola, however, I feel that the roundedness of my education has been achieved outside the core curriculum. The education department truly embodies the Jesuit faith and mission, and it is in those classes that I have truly obtained appreciation and experience in the aims of leadership, faith and mission, promotion of justice, diversity and wellness. Through field experiences, class discussions, Year of the City programs, and lectures, I have gained a fuller understanding of what it means to be a reflective person dedicated to justice and appreciative of diversity's strengths. Furthermore, as an English minor, I have been constantly challenged in my upper-level classes to think critically, write beautifully, appreciate beauty in texts and in the world, and display intellectual excellence.

Finally, I feel that, as an RA, I have truly come to understand and appreciate the undergraduate educational aims. Furthermore, the Student Life Office opens up the campus by making sure students are aware of the resources open to them. The Student Life office recognizes that education is ongoing. Therefore, professional development is required of all RAs. Social justice newsletters and discussions occur frequently. Furthermore, programming forms have created requirements and categories that reflect the Jesuit mission and promote undergraduate aims. The RA position requires leadership and its job description includes caring for each individual as a whole person. As an RA, I have been challenged to achieve intellectual excellence inside the classroom and to actively pursue knowledge outside of it. I have been employed to display leadership and to care for the whole person. Furthermore, through training, discussions, and the composition of the staff, I have gained a greater understanding of faith and mission, social justice, and diversity.

Final Reflection

Before I started this project I was very well versed with the core requirements of Loyola. Most of the reason I came here was because of my understanding of the core and how its goal was to educate a person on a variety of levels; Cura Personalis. While I never attending any of the information programs, my older sister graduated from Loyola in 2000 and she had an amazing experience in school. I knew that with the little knowledge of knew of Loyola, both academically and socially, I knew the school would be a perfect fit. When I came down for orientation, I took my placements tests with full knowledge of what classes I would be required to take and when I met with my advisor we planned a very typical first semester course load.

When I first started taking my classes, I quickly learned that this very typical course load was not as easy as I had thought it would be. Even though I was happy I was getting this very well-rounded education, the classes I was taking were not easy, nor were they interesting. I struggled in classes such as theology and philosophy because I struggled to connect to the materials we were discussing. I understood the mission of the core requirements and the value of education with an emphasis on the entire person, but I thought it would be easier to connect in classes. I had a difficult time in some of these classes so I sought out extra help and tried to work harder, even though I was lost at times.

Through this project I have been able to really see the point of some of the undergraduate learning aims. By trying to focus on different work that I felt strongly

about, I was able to re-evaluate the work I have been doing for the past four years to see where I had grown and how the way in which I learn has changed. As I mention in a few of these pieces, I was challenged by the core to fully understand assignments in a broader sense to really see what I was learning from them. This project allowed me to really search for pieces (or artifacts) that I worked hard on, or simply, learned the most from completing. I am able to really see why the core is so important and how it makes Loyola stand out among our academic competitors.

All of the artifacts I have chosen spoke to me in some way that I felt was necessary to include for this project. While I was choosing pieces, at times I found it difficult to really identify which undergraduate aim was best fitting for some pieces. To be more specific, the two pieces I chose for Eloquentia Perfecta I had also been aiming to use for Intellectual Excellence. As you can see I chose not to include a piece under that category because when I really thought about it, nothing spoke to me as far as the interconnectedness between disciplines. Personally, with my struggles to really develop a passion for certain areas of the core, I found it hard to identify with Intellectual Excellence. While I think that my work under Eloquentia Perfecta would work in either category, I tried to be as strict as I could when choosing pieces to make sure they really identified with the learning aim I was selecting. The overlap of my thoughts between these two aims did make it a bit difficult to place them, in the end I took my overall experience with the core into consideration to see that choosing a piece that stimulated Intellectual Excellence would not truly speak to the experience I had with the core.

With all of the pieces I chose, I could have placed every single one under the Critical Understanding aim, which made it very hard to only place one there. I tried to vary my options so I would cover a range of aims, but I think that all of my work in college expressed a good understanding of Critical Understanding. I chose the Shakespeare piece to go there because I felt that it was the best representation of really studying a text and going deeper into hidden meanings and analyzing what I had read. I think that Critical Understanding is necessary in all of the learning aims, which made it hard to place only one piece, when in reality, all of my work in college involved critical understanding to some degree.

Overall, I think my experience with the core ranged from good to bad, which I think is a good way to look at it. I enjoyed a large portion of the classes I have taken while at Loyola, and there were some classes that I had to put forth some extra effort to get my full learning's potential out of. This core review project has allowed me to see what I have gotten out of my education and really evaluate the core and how it has shaped me as a learning individual.

FINAL REFLECTIONS:

First, I would like to thank you for the opportunity to participate in the portfolio core-review project. As a senior who is approaching graduation, I felt that this was an effective way for me to tastefully reflect upon my experiences, both positive and negative within the core. All too often students have strong opinions with concern to the core classes, however many do not stop to reflect upon what elements of the learning objectives the core is fulfilling or how the core is helping them to develop as a well-rounded individual. Perhaps one of the reasons for this is that they are not familiar with the nine learning aims and sub sequentially their sub-aims. It is my belief that if students were asked to do more reflection on their experience in relation to these aims, in a manner similar to this, they may come up with different and more positive responses to the core. Additionally, I believe some sort of analysis can and should be done as a capstone project for students in their senior year. Perhaps they could choose two or three of the nine aims and then explore and explain how the learning objectives were fulfilled by various core classes.

Also useful may be to see how the required courses within certain majors and departments fulfill the core objectives. As a business major and French minor, I can easily come up with examples in which my experiences in class and on projects fulfill these learning aims, and sometimes in a way that was more substantial than a core course. With concern to the Leadership and Critical Understanding components, I feel that my upper level international business classes more greatly represent these undergraduate educational aims, however I am pleased to say that no one of the aims were missed in my opinion and experience. That being said, this does not mean that I think the core to be perfect by any means, and I have several opinions with regard to this. Please take the following as minor criticism, proposals or "food for thought," as to ways to alter or re-think the core courses.

The first thought that I have is with regard to the Aesthetics component. In my opinion, a majority of students probably offered experiences from their fine arts requirement to reflect this category. Although this component was adequately fulfilled and nonetheless obtained in my experience through the Experience of Theatre course. I am curious as to why certain art-related courses do not fill the Fine Arts Core Requirement here at Loyola. Is it that other art forms aside from photography, 2-D design, art history and the like are in some way incapable of fulfilling the aim of the fine arts core? This was an issue I often wondered about, and when I questioned former advisors or teachers within the Fine Arts program, many simply answered that this is the way it is, and that only the listed courses can fulfill the requirement. However, now that I more fully understand the sub-aims of the Aesthetics component, which is "an appreciation of beauty, both natural and man-made, and "a cultivated response to the arts, and the ability to express oneself about aesthetic experience," then I find myself addressing my primary question; what determines an art class capable of fulfilling this aim, and more importantly, is it not true that a response to art is subjective? Why is it that dance

courses, pottery, or courses critiquing and learning about the history of film and cinematography, are not considered to be adequate fulfillments of the fine arts core? Would it or would it not be possible for students to be offered more freedom and flexibility in how they choose to fulfill the fine arts objective that is demanded of them? Is Loyola suggesting that the movement of a body and choreography or brilliant filmography or acting cannot be aesthetically pleasing, and who has determined what courses are permitted and what courses are merely "electives?" Are these decisions based on the number of courses offered?

These are all questions I have about the structure of the fine arts component of the core, and an issue which I will still be sore about, as I have yet to receive any reasonable explanation for the discrimination against certain arts courses. So, while the aesthetics component was filled adequately in my experience, I find myself wondering; shouldn't students not only be permitted but also urged to find their favorite method of arts to explore to fulfill the aesthetics component of the learning aims, especially because of the subjective nature of the subject matter? I believe that students should have the freedom to pick the type of art that will result in the most fulfilling cultivated response for them, and perhaps a wider variety of arts classes could be offered that reflect this spirit. I think that it would have been great to have some sort of architecture course offered, especially during this, "The Year of the City," in which students learned within the classroom about certain methods, and then perhaps went out and saw true examples of such techniques within Baltimore. My roommate took a course similar while studying abroad in Paris, and although it was amongst the most difficult of her classes during her four years, it also is one that has had the greatest impact on her.

I feel strongly about being pigeon-holed into having only several options in a field that has such an abundance of opportunity. Also of concern is that there is a great possibility of students who will graduate from Loyola without ever feeling fulfilled or inspired by the art courses were offered to them. These are students who perhaps are movie buffs and whom could have benefited greatly from being allowed to take and count other arts courses towards their core requirement, say for example the course entitled "Nonfiction Film and TV," which explores documentaries historically and aesthetically. Or perhaps they were forced to put a lot of time and energy into something that they felt no cultivated response to, when that time and energy could have been something that more fully developed them as an individual through a different means of artistic exploration. This is a topic I feel passionately about, and I believe that the current restraints with regard to the fine arts course are creating a large disservice to Loyola College students in this regard.

The fine arts issue is one that I feel most passionately about, especially because of the large amount of restrictions. I have other ideas pertaining to perhaps adding to the core courses, and I would like to offer them as consideration, should the core ever be restructured.

I have already mentioned in the Eloquentia Perfecta segment of the paper, the potential benefit of having students complete an additional writing course, in addition to the effective writing requirement. It is my belief that Loyola College students are not graduating with the level of articulation and comfort with writing that

should be expected after completing four years at a Jesuit and liberal-arts based college of this caliber. As a student member of the honor council, we sometimes are faced with upperclassmen, which are brought in on a charge of plagiarism. Upon listening to the student and discussing the case with the teacher, the plagiarism did not stem from mal-intent, but rather from a lack of knowledge on how to properly cite. I, as a student who has written a countless number of research papers find it hard to believe that this is possible, however it seems that there is a population of students, if only a handful, who will graduate from Loyola without ever solidifying their knowledge in providing proper academic citations for a research-based paper. Additionally, I find through working on group papers, or partaking in peer editing sessions, that a percentage of students in my experience are not familiar with basic grammar or editing structures. While it is impossible to expect perfection, it is fair to expect students to be more comfortable with writing assignments, especially because of the reputation this institution has. This is an issue that can be discussed with professors, perhaps, to see what their experience has been with reading students' writings in essays, papers and the such. I also think that it would be a good idea for the course options to be flexible and to have options offered that are specific to one's major, so that the skills learned can be directly applied to their future endeavors and career paths.

Yet another issue that I feel is important to be addressed by the core and something which is overlooked is the importance of understanding the political system of the country in which we live. I am not certain as to how exactly a politics course could fit into the core, considering its current structure and learning aims. However, this is an area in which I feel more high schools and colleges alike should focus their energies in order to spread knowledge amongst the youth, especially with regard to political processes and elections, and should be something Loyola considers as an option if and when the core is modified. I understand that the subject material may be difficult to cover in an objective fashion, however, many issues that are current learning aims such as promotion of justice, diversity, leadership and intellectual excellence could be touched upon within a politics course, depending on how the course is structured. Additionally, I have heard numerous accolades in reference to Loyola's political science department, but unfortunately, I had no room within my schedule to take such as a course as an elective. Instead, I took two levels of theology and philosophy, and a mathematical course. While my upper level theology and philosophy courses were greatly fulfilling, I cannot say the same for my experience at the 100-level courses and within the mathematics course. Perhaps there is a way for students to have the option of taking entry level courses in theology and philosophy and then choose only one upper level class in either of the two subject matters; or perhaps there is a way for the math component to be fulfilled within a politics course (through observations of statistics, histories of voting patterns, trade issues, budgets, etc). These are just recommendations, but the bottom line is that it may be more beneficial to the individual student to be offered slightly more flexibility in the core. This is especially true when there is an overlap of subject material (for instance, I can speak from experience with regard to the large overlap between my entry level philosophy course and my business ethics course), of which I feel only one of the two greatly

contributed to the fulfillment of the learning aims and the creation of sustainable knowledge that I will take with me into my future.

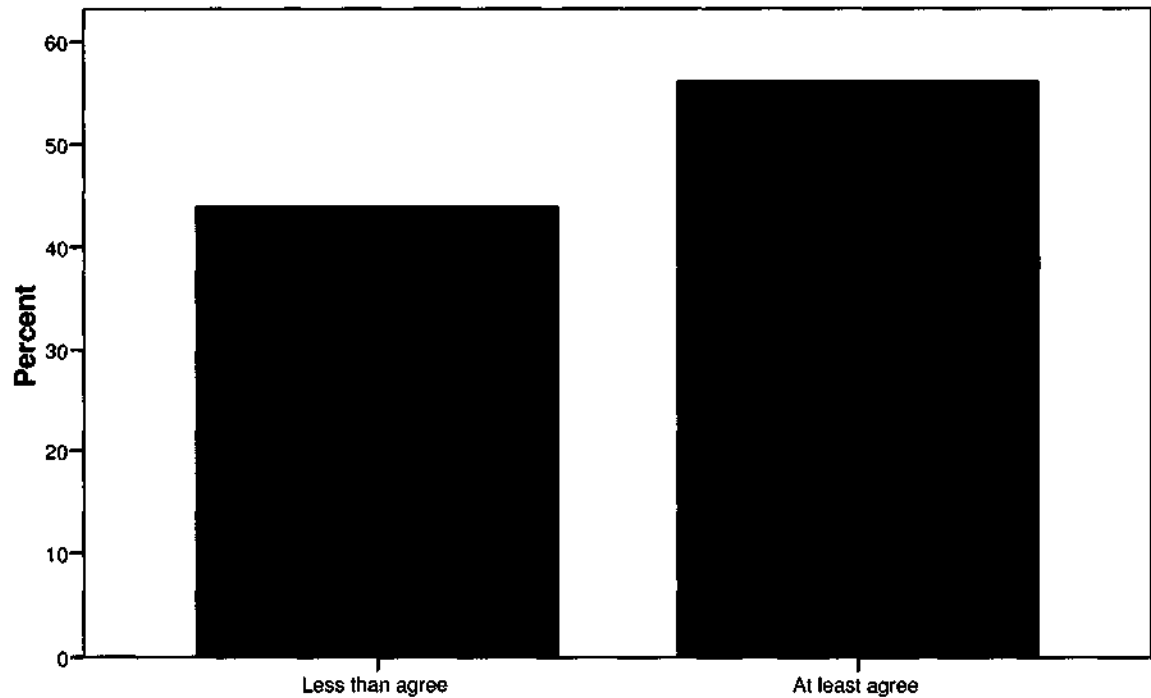
Thank you again for the opportunity to take part in this core-review pilot program, and I hope that I have offered some useful insights with regard to my experiences and opinions on the core curriculum. All in all I am an advocate of core courses, and I believe them to have had substantial impact on the shaping of me as an individual, intellectually, spiritually, and holistically. Furthermore, I support the Jesuit ideals, especially those of compassion and competence, integrity and honesty, and am pleased to have completed my four years here at Loyola College, despite the amount of loans I now look forward to paying as I approach the real world. All joking aside, I am eager to see how my education will continue to guide me on my way to the next step in my life, as I continue to implement the ideals of seeking the greater good" and higher personal achievement.

APPENDIX H

ITEMS FROM STUDENT & FACULTY SURVEYS PREPARED & ADMINISTERED BY THE CORE REVIEW COMMITTEE

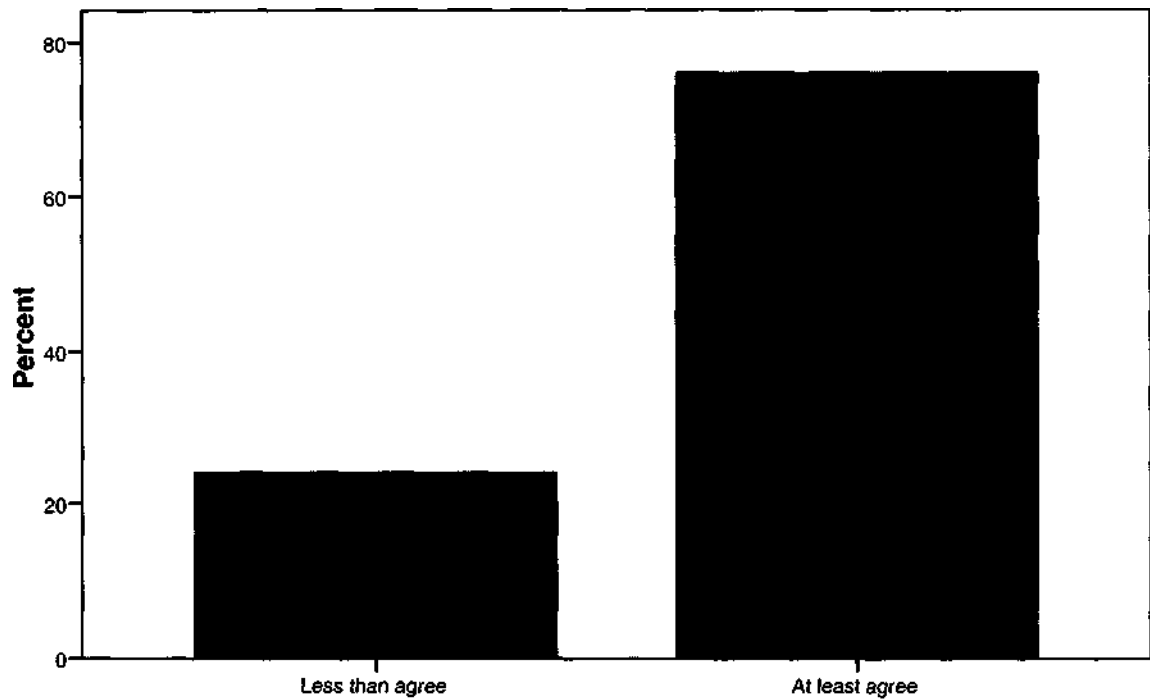
Student Survey Responses Grouped

I have become better at evaluating claims based on documentation and logical coherence than I was before taking my core courses.



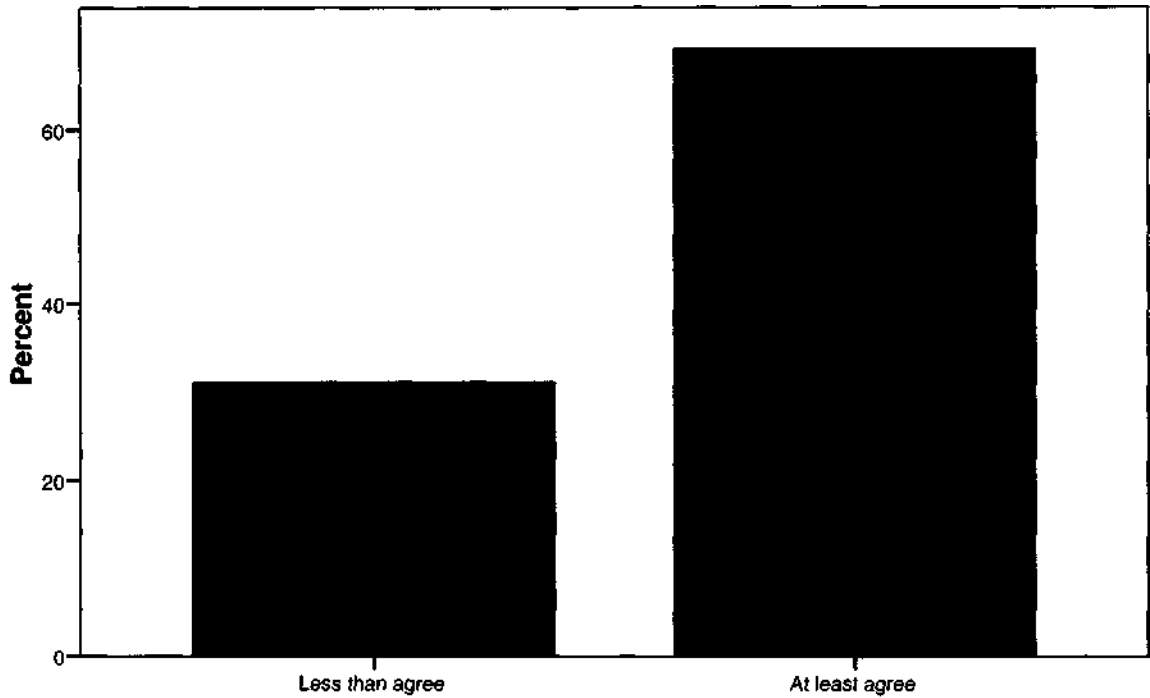
I have become better at evaluating claims based on documentation and logical coherence than I was before taking my core courses.

As a result of the core courses I have taken, I can relate material in my discipline to other disciplines.



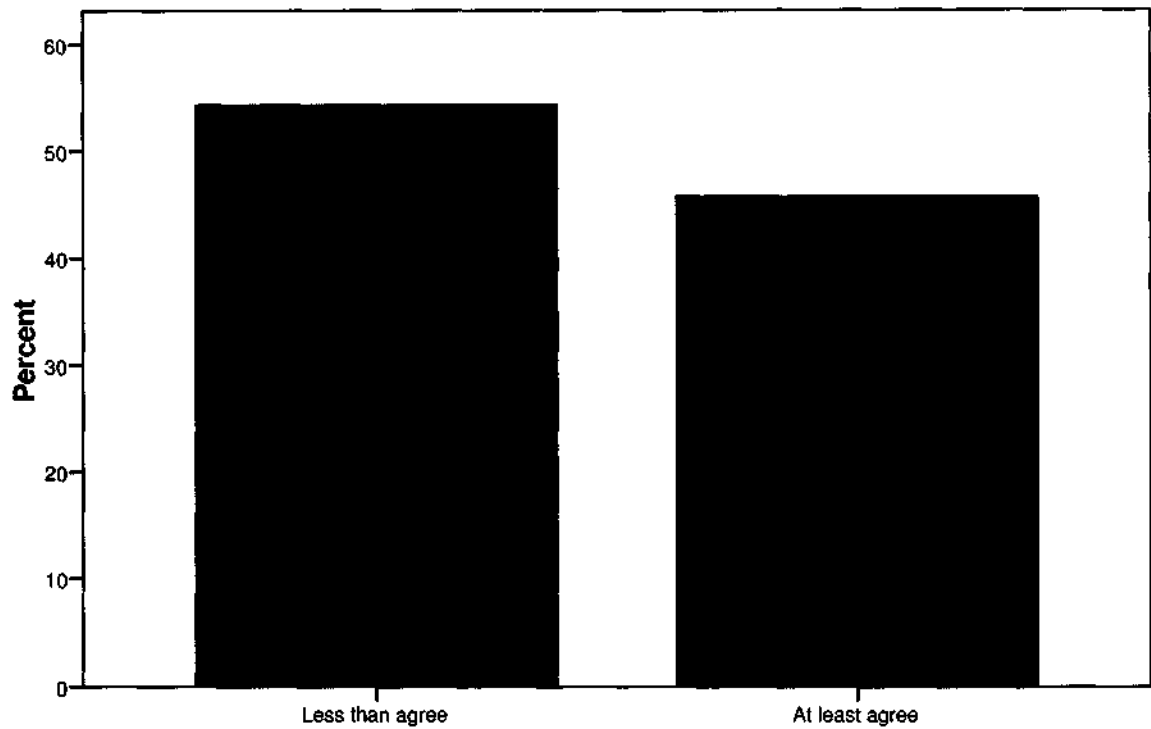
As a result of the core courses I have taken, I can relate material in my discipline to other disciplines.

I am interested in pursuing new ideas and learning about areas of knowledge with which I was not formerly acquainted.



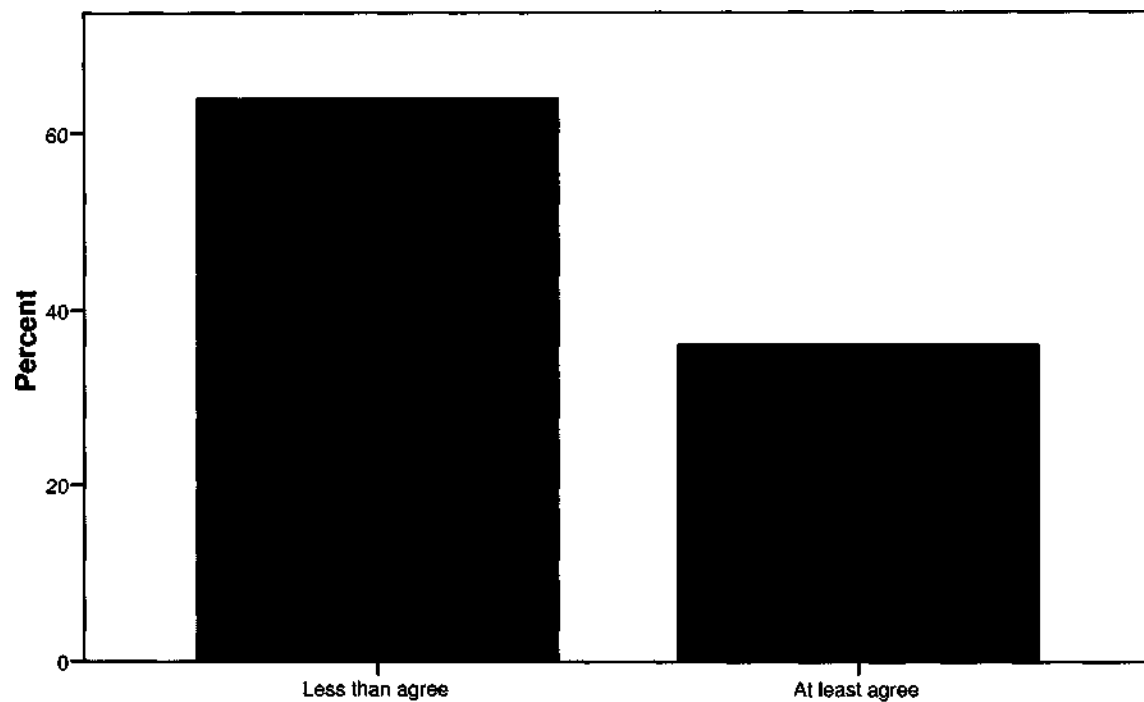
I am interested in pursuing new ideas and learning about areas of knowledge with which I was not formerly acquainted.

I am more intellectually curious than I was before taking my core courses.



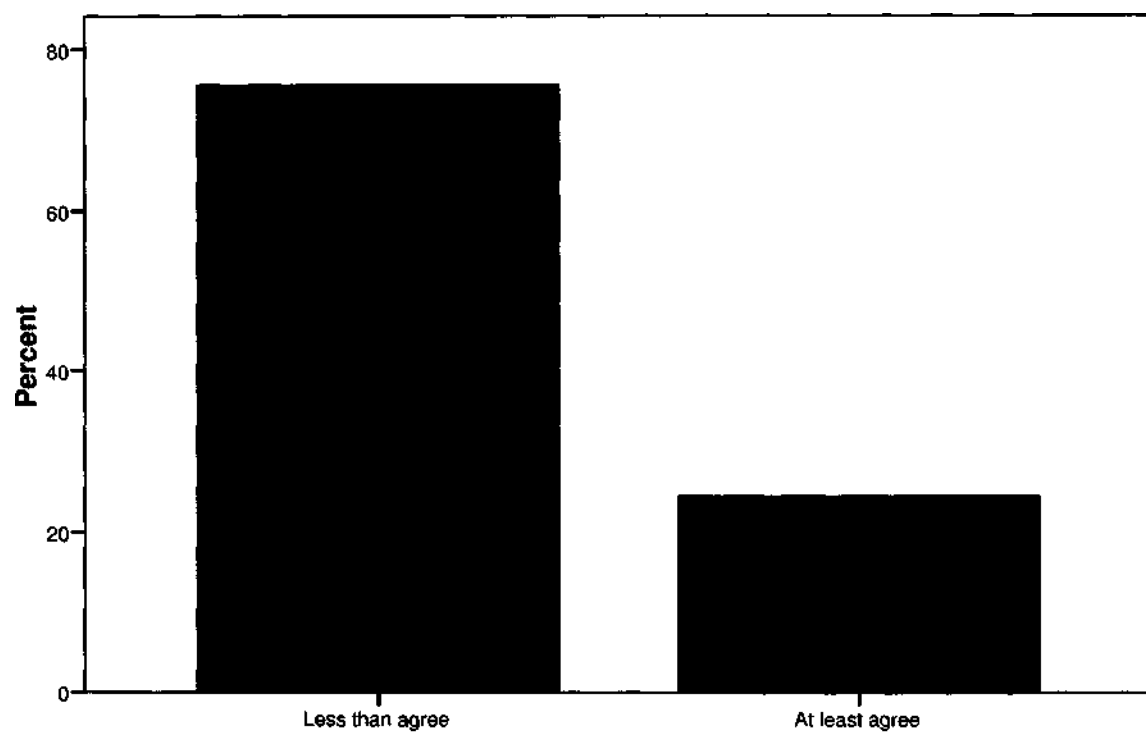
I am more intellectually curious than I was before taking my core courses.

As a result of my core courses, I use information technology in research and problem-solving.</P>



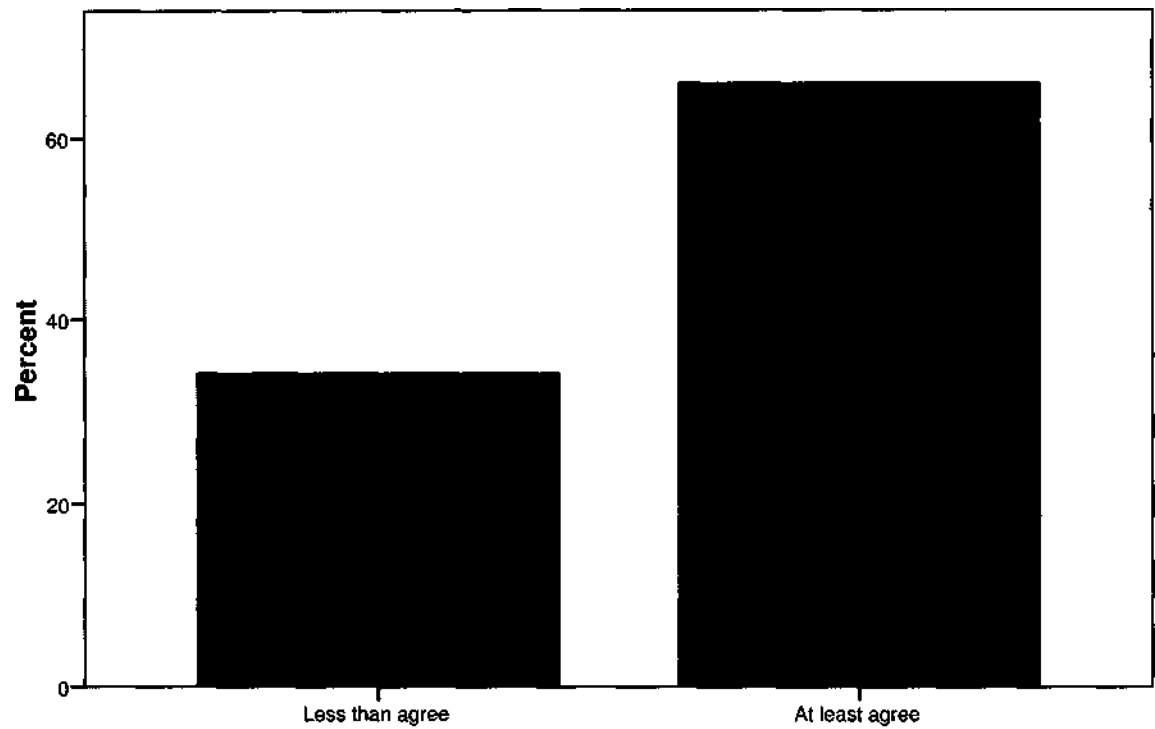
As a result of my core courses, I use information technology in research and problem-solving.</P>

My mathematical skills have improved as a result of taking my core courses.



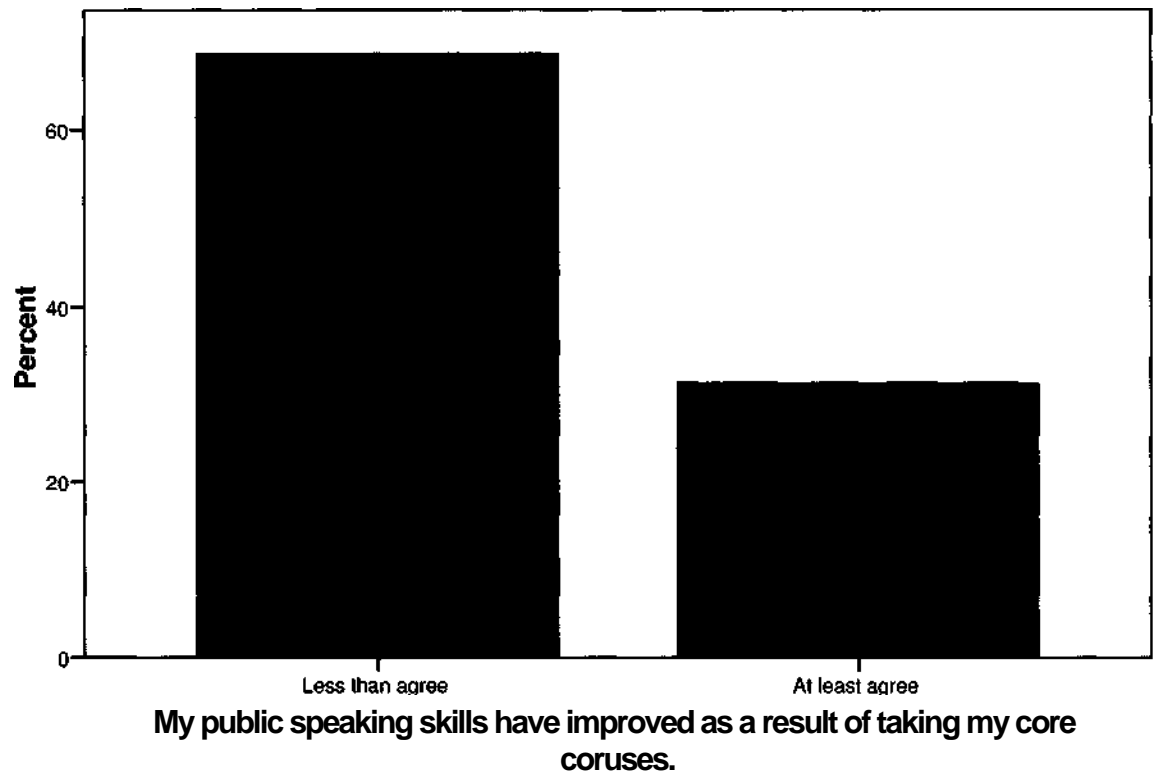
My mathematical skills have improved as a result of taking my core courses.

My writing skills have improved as a result of taking my core courses.

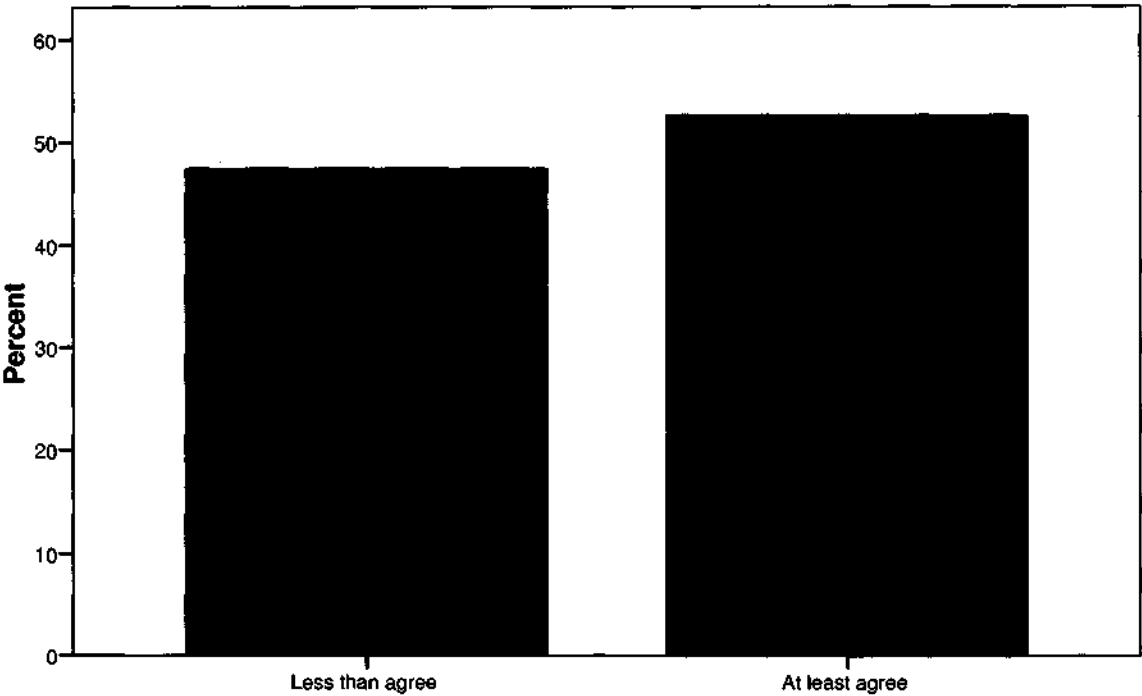


My writing skills have improved as a result of taking my core courses.

**My public speaking skills have improved as a result of taking my core
coruses.**

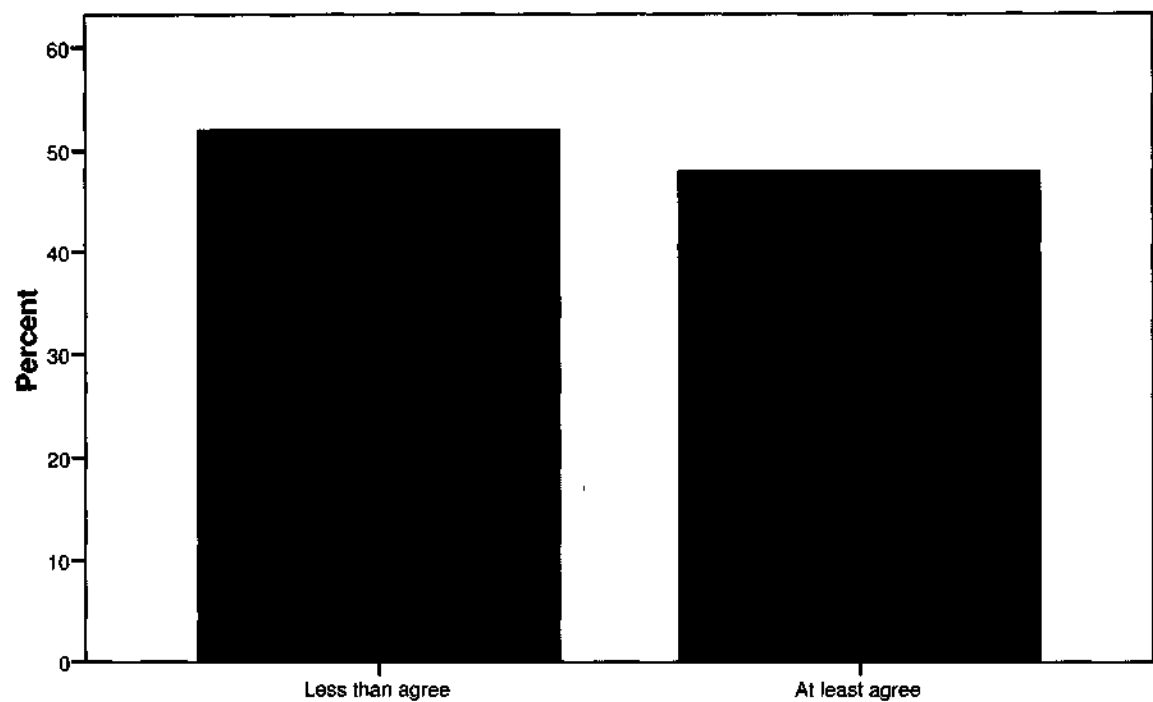


My ability to communicate in a language other than my native tongue has improved as a result of taking my core courses.



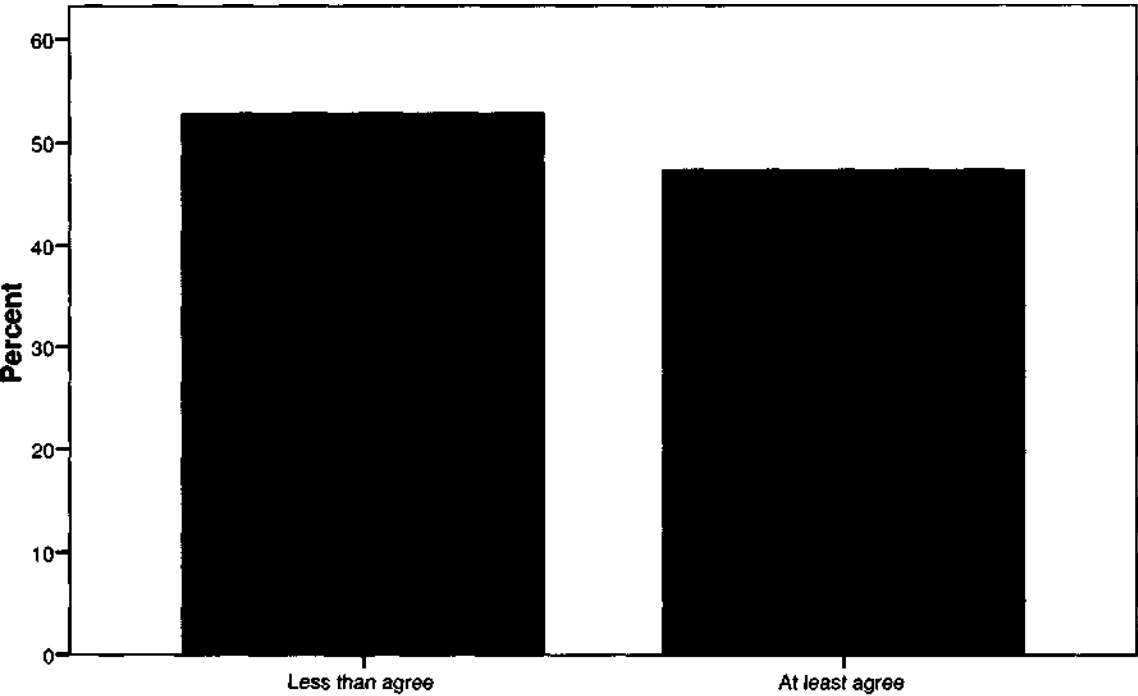
My ability to communicate in a language other than my native tongue has improved as a result of taking my core courses.

The core has contributed to my understanding of the relation between religious faith and rational argumentation.



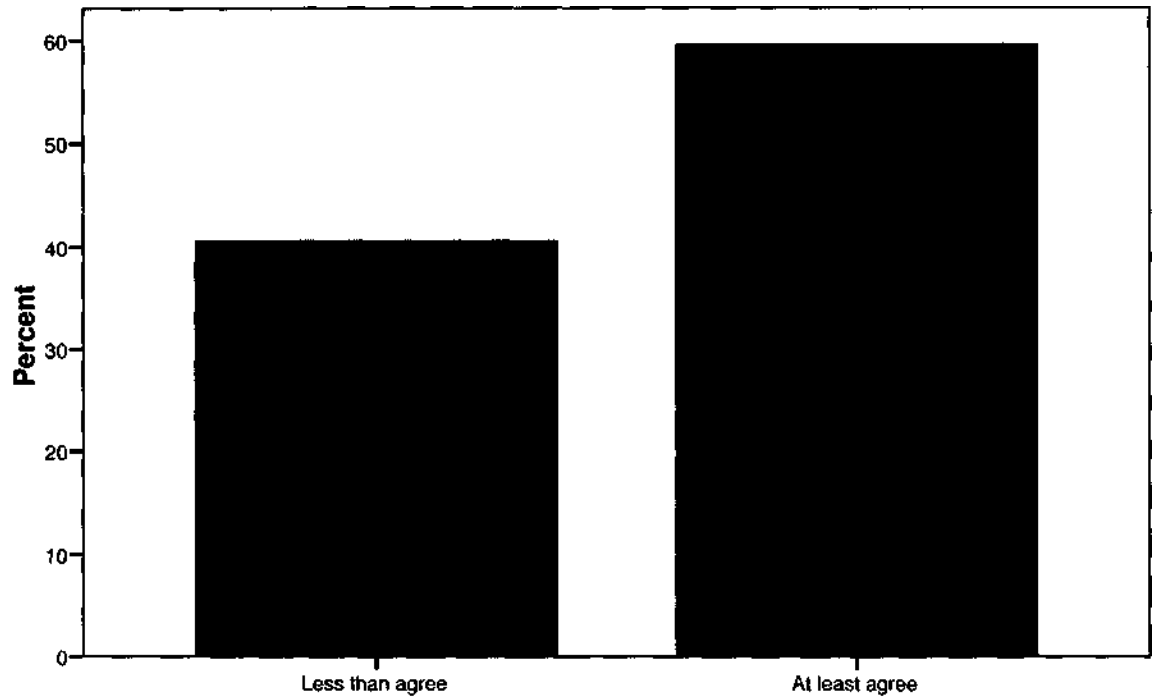
The core has contributed to my understanding of the relation between religious faith and rational argumentation.

The core has contributed to my understanding of the relation of religious and scientific truths.



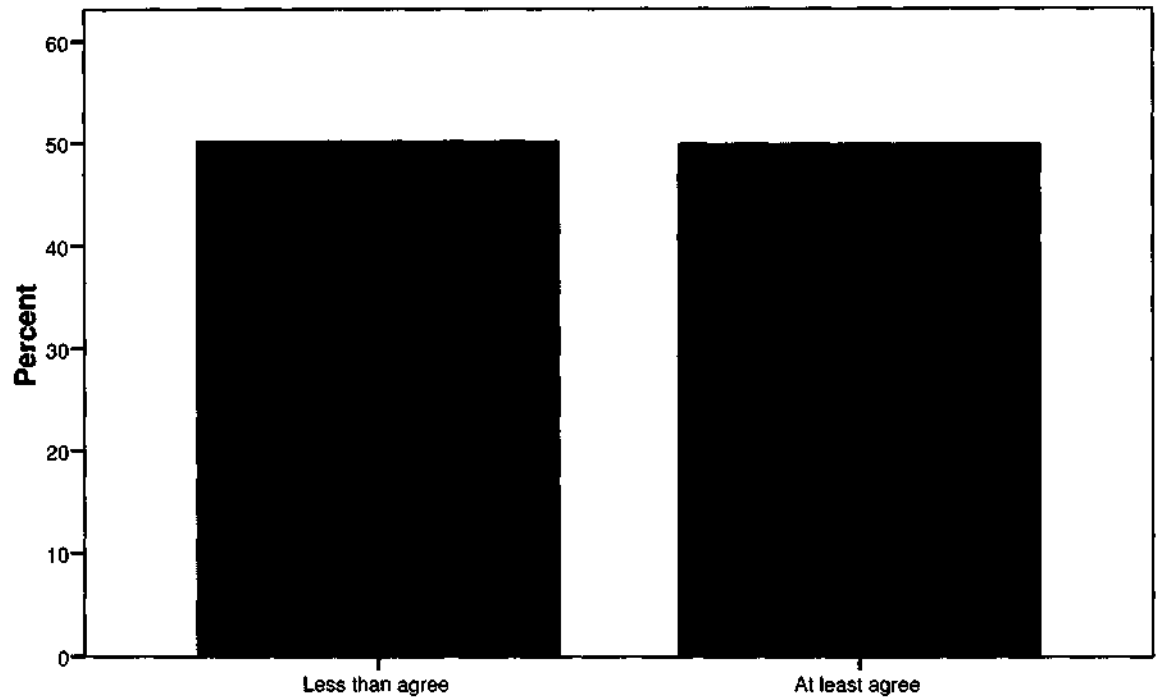
The core has contributed to my understanding of the relation of religious and scientific truths.

The core has contributed to my understanding of the Jesuit mission to teach, learn, lead and serve "for the greater glory of God".



The core has contributed to my understanding of the Jesuit mission to teach, learn, lead and serve "for the greater glory of God".

The core has contributed to my ability to think more deeply about my own religious faith.



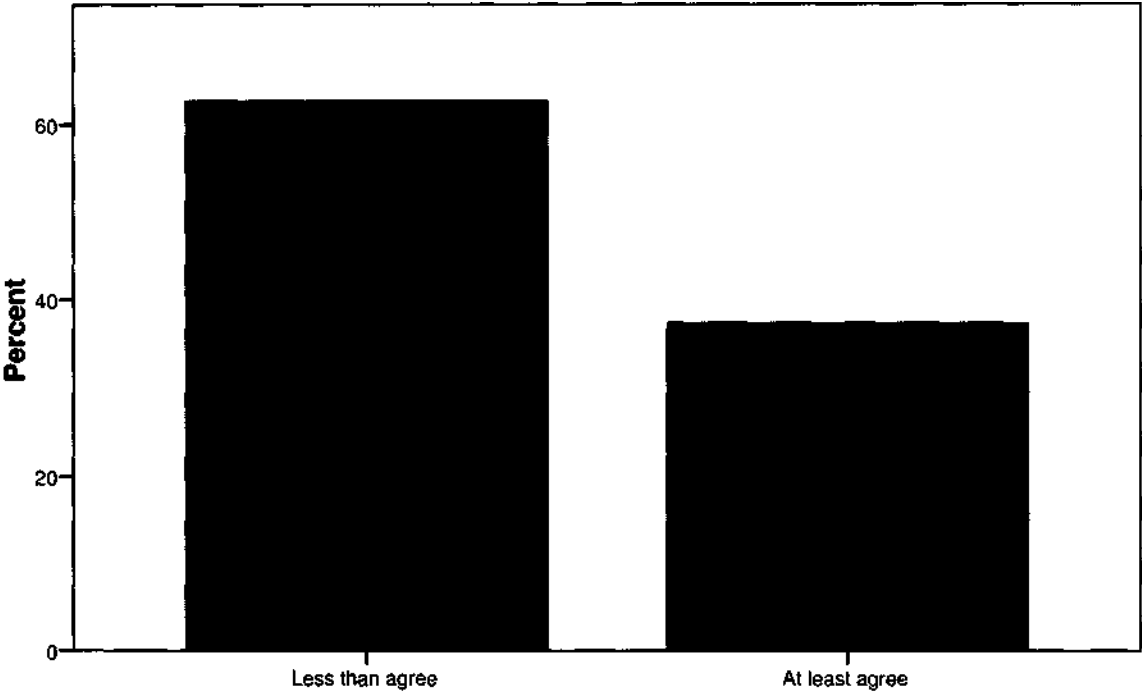
The core has contributed to my ability to think more deeply about my own religious faith.

The core has helped me to be better able to explain my fundamental religious beliefs.



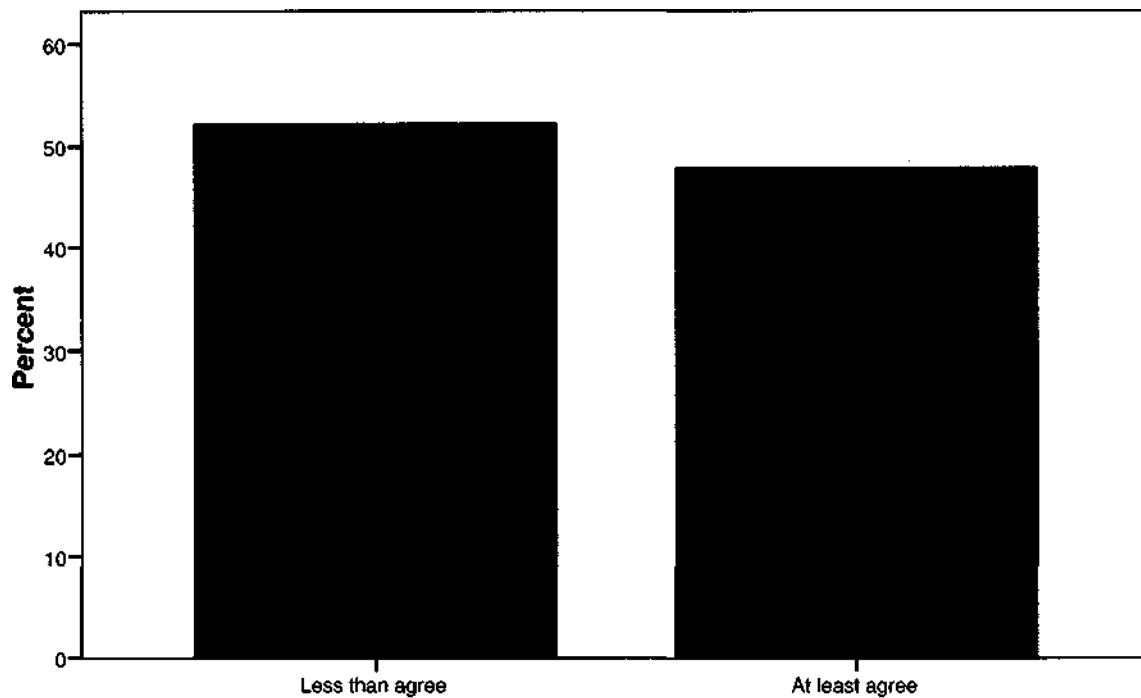
The core has helped me to be better able to explain my fundamental religious beliefs.

The core has helped to deepen my sense of solidarity with the disadvantaged in society.



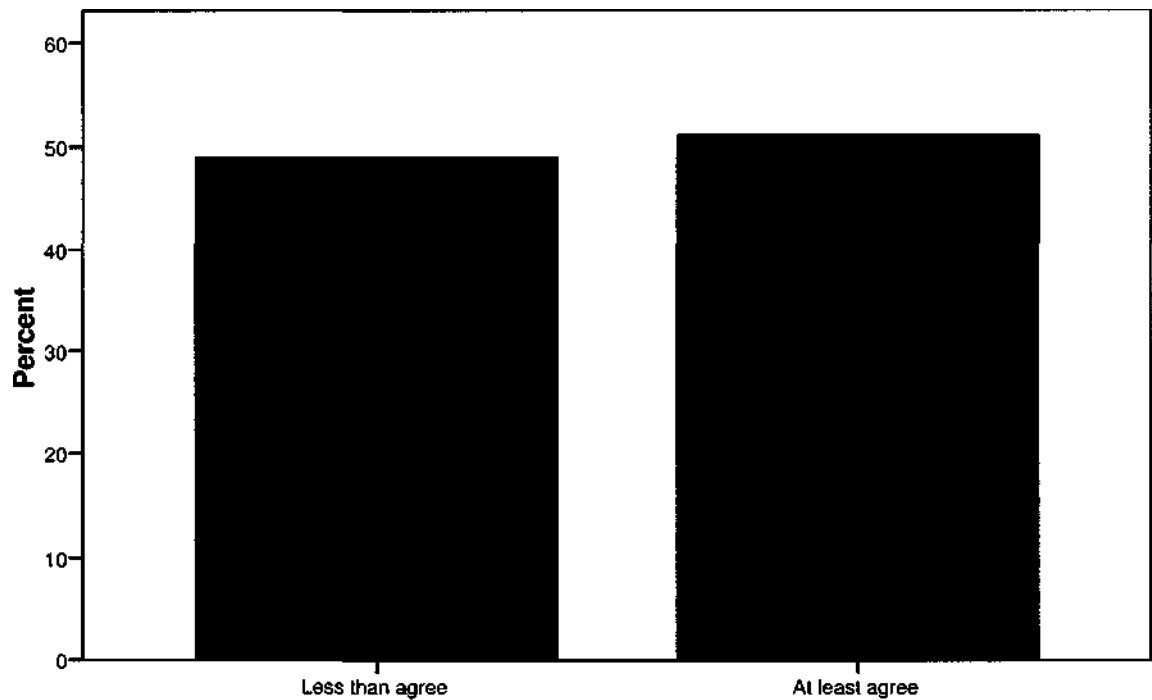
The core has helped to deepen my sense of solidarity with the disadvantaged in society.

My core courses have helped me to recognize the inherent value and dignity of each person.



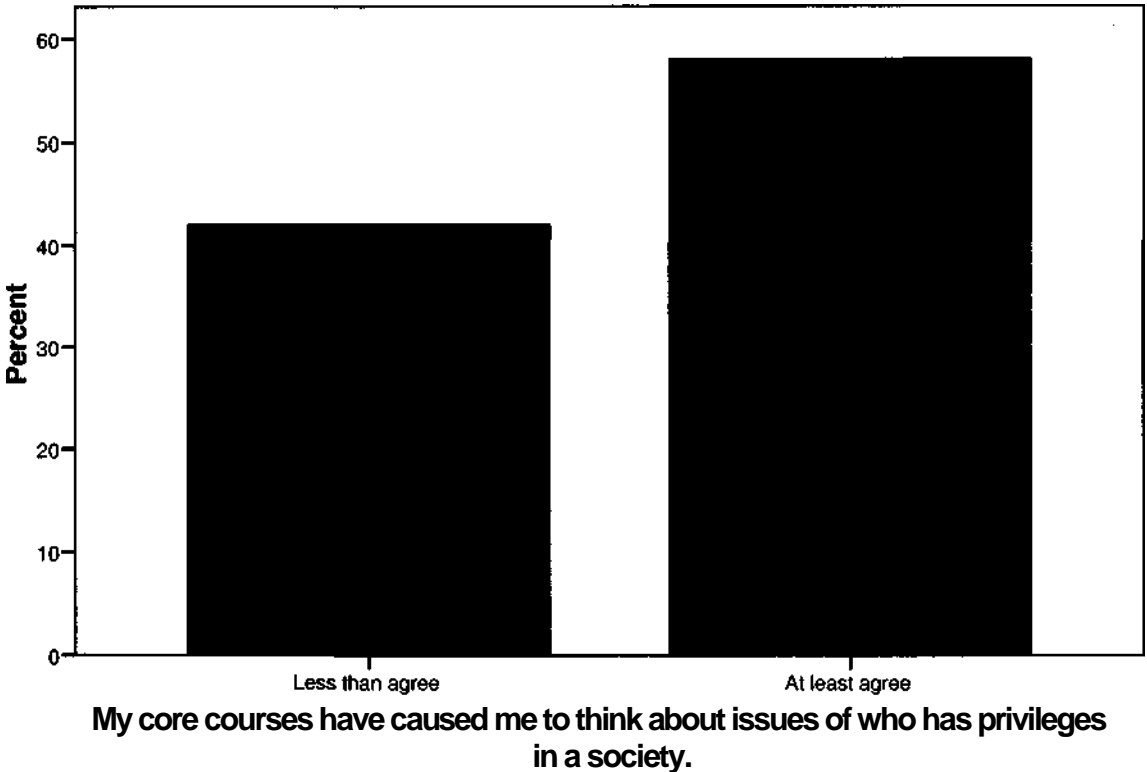
My core courses have helped me to recognize the inherent value and dignity of each person.

My core courses have contributed to my understanding of what it means to live in a "diverse and changing world".

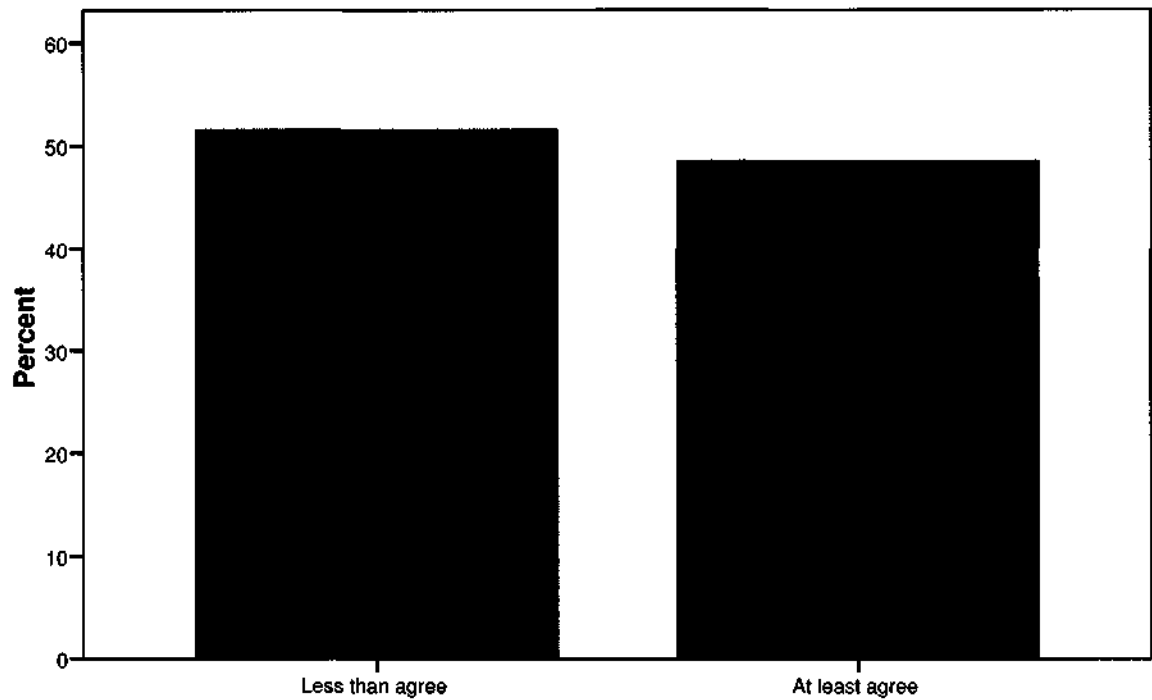


My core courses have contributed to my understanding of what it means to live in a "diverse and changing world".

My core courses have caused me to think about issues of who has privileges in a society.

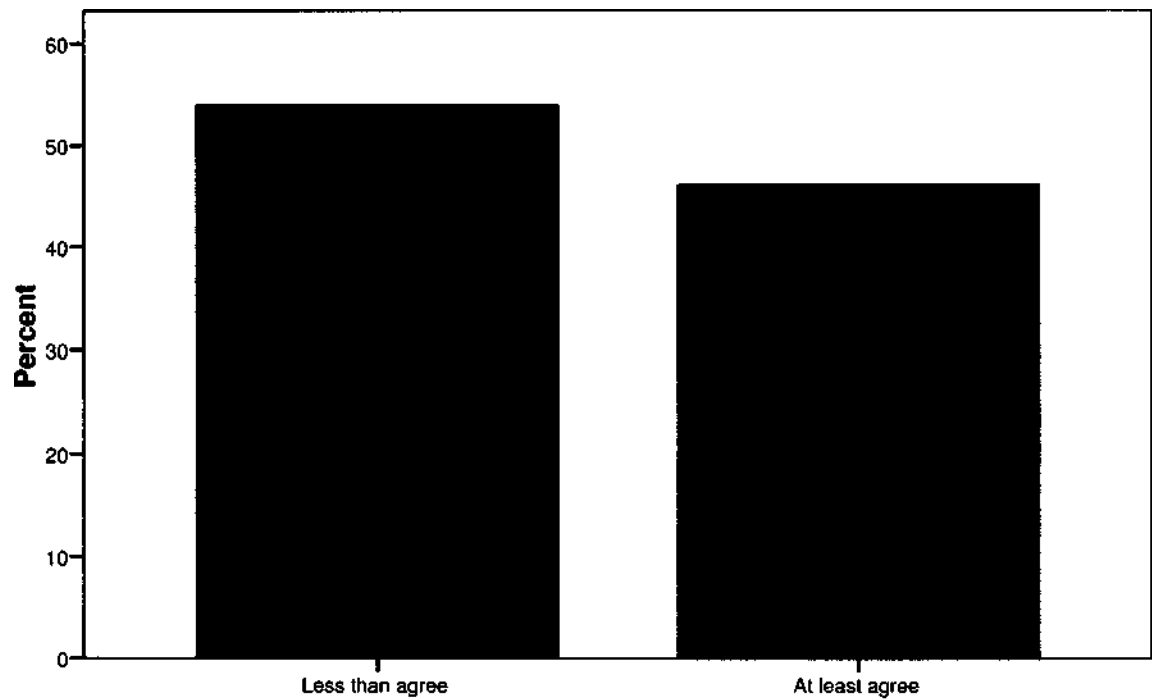


The core has led me to examine critically issues of poverty and economic injustice in our society.



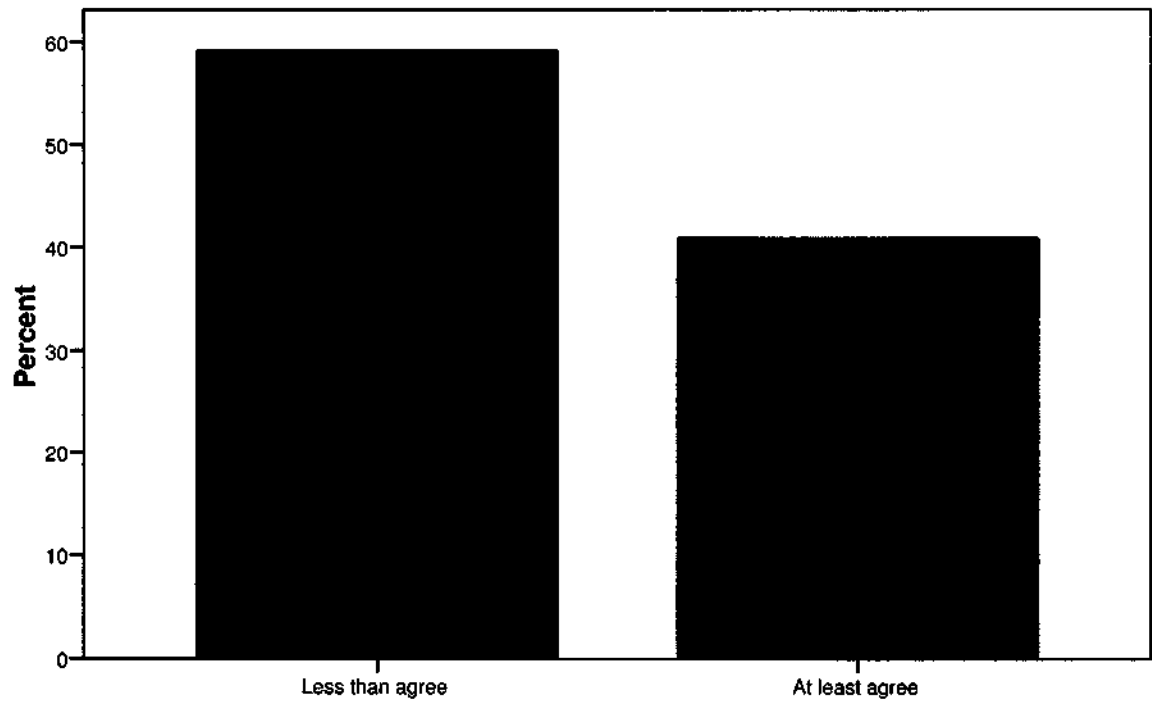
The core has led me to examine critically issues of poverty and economic injustice in our society.

The core has led me to examine critically issues of human rights around the world.



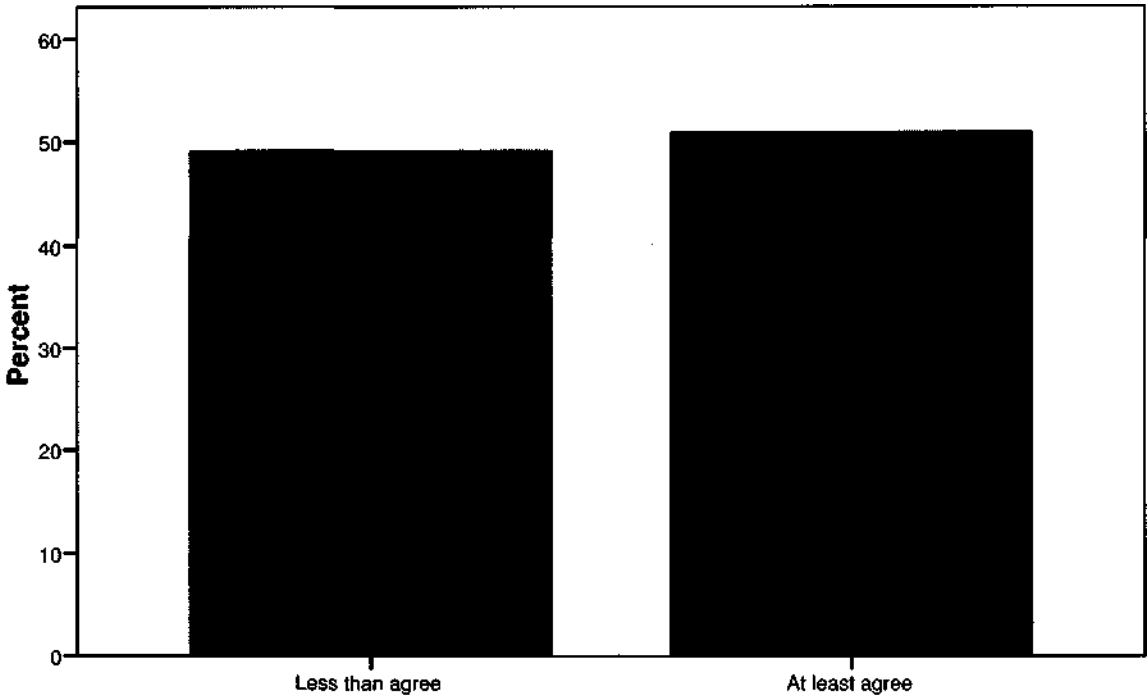
The core has led me to examine critically issues of human rights around the world.

The core has led me to a greater personal commitment to work to reduce social, educational, or economic inequalities.



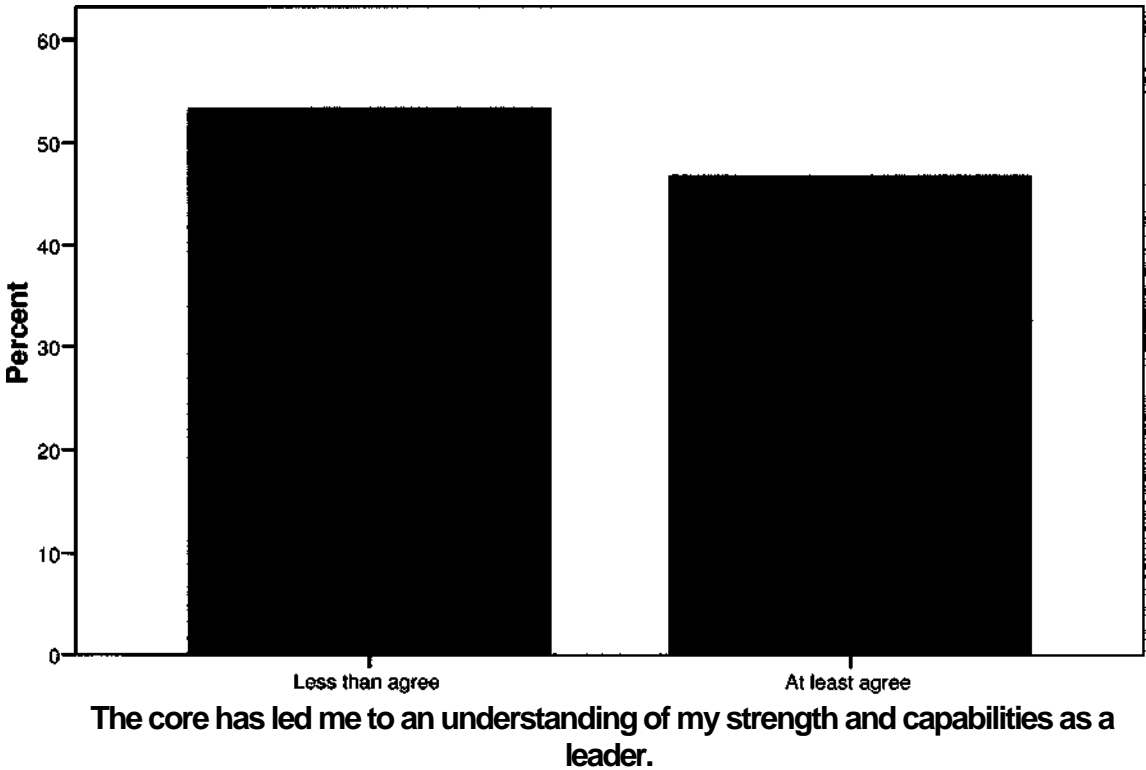
The core has led me to a greater personal commitment to work to reduce social, educational, or economic inequalities.

The core has led me to perceive to a greater extent society's responsibility to reduce social, educational, or economic inequalities.

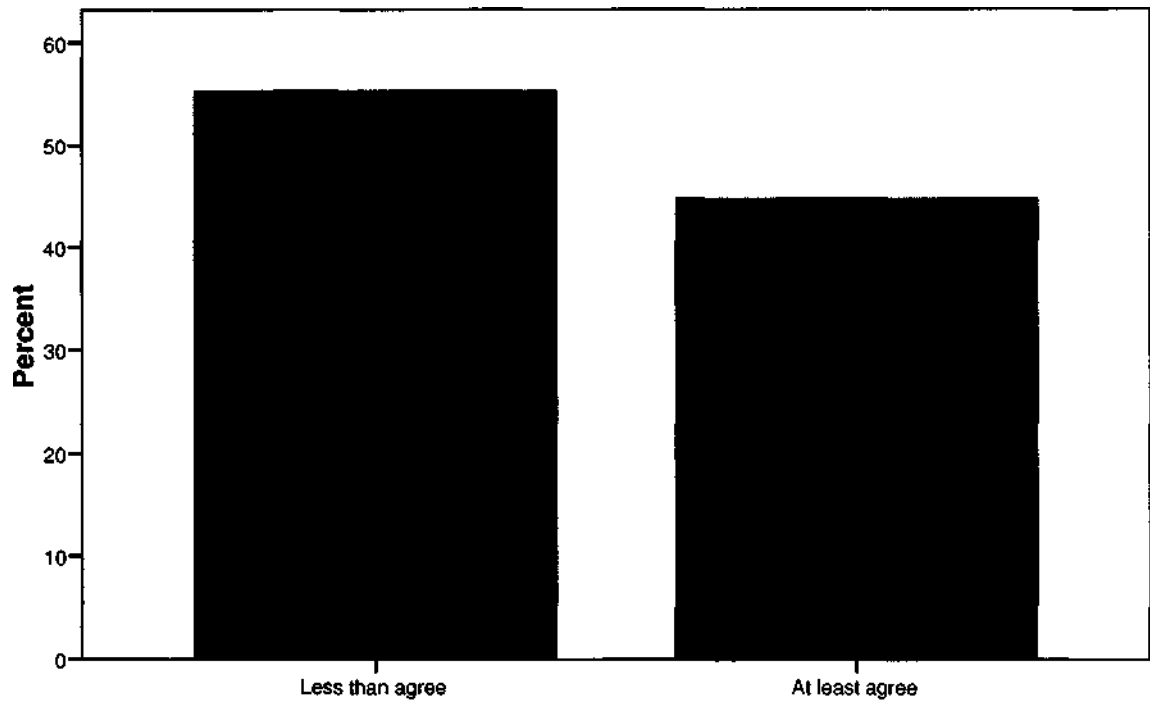


The core has led me to perceive to a greater extent society's responsibility to reduce social, educational, or economic inequalities.

The core has led me to an understanding of my strength and capabilities as a leader.

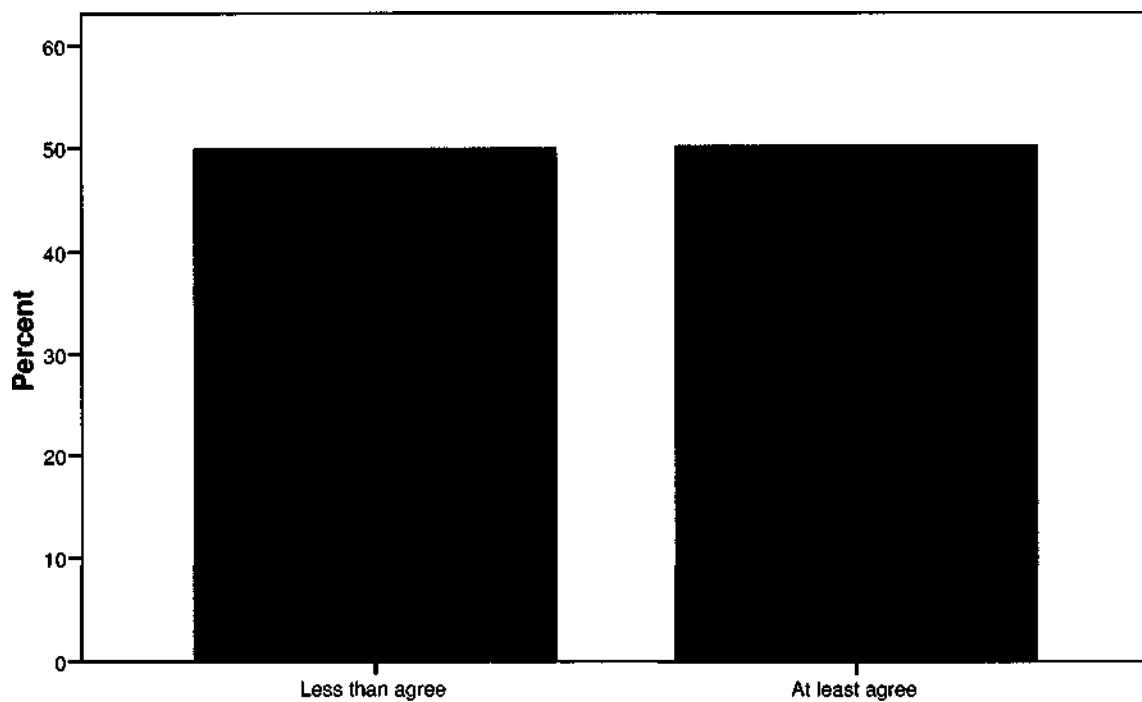


The core has helped me to assume the responsibility to use my leadership strengths for the common good.



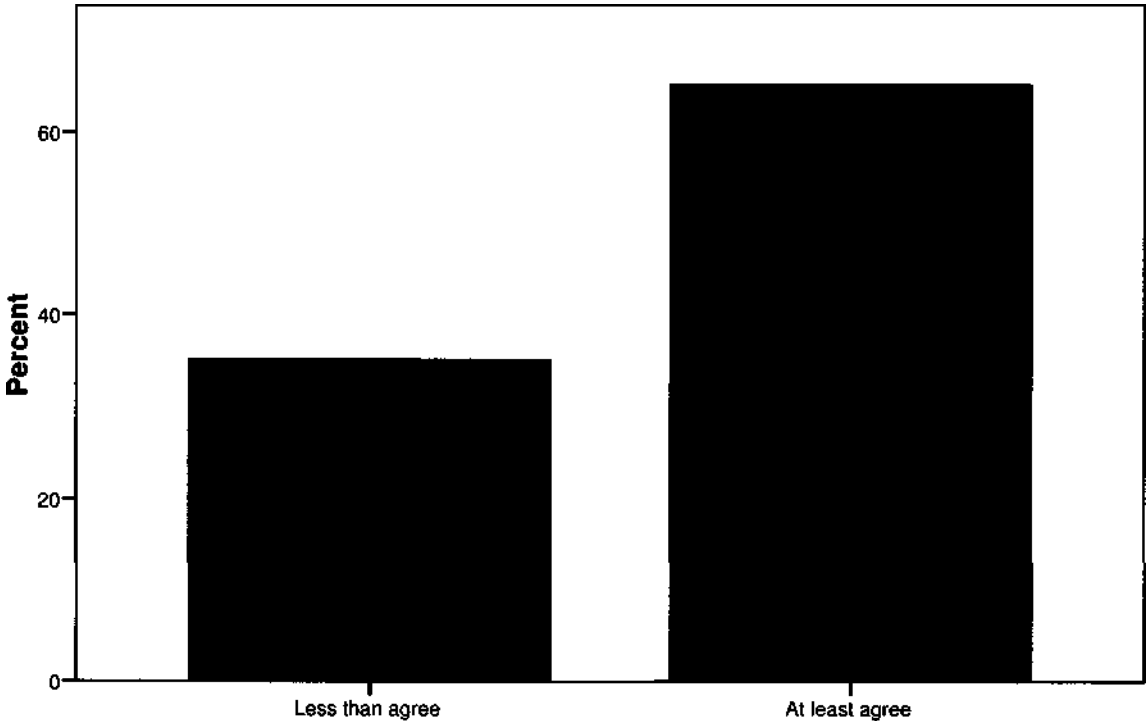
The core has helped me to assume the responsibility to use my leadership strengths for the common good.

The core has led me to develop a willingness to act as an agent for positive change.



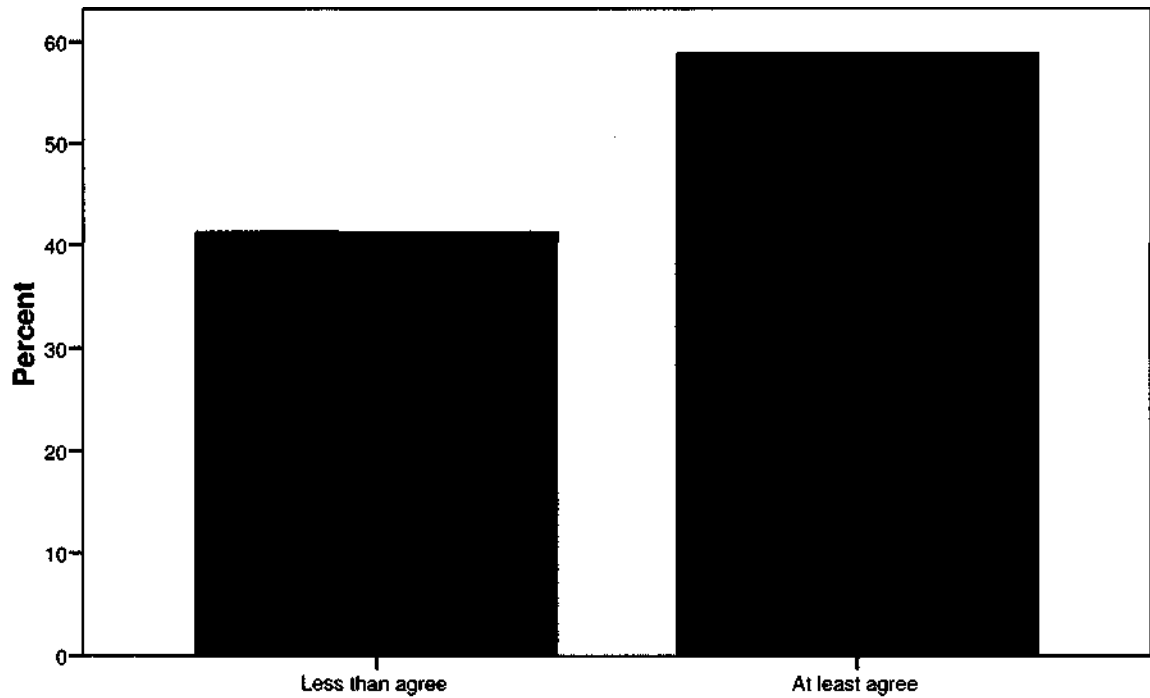
The core has led me to develop a willingness to act as an agent for positive change.

The core has helped me to develop my ability to work with others.



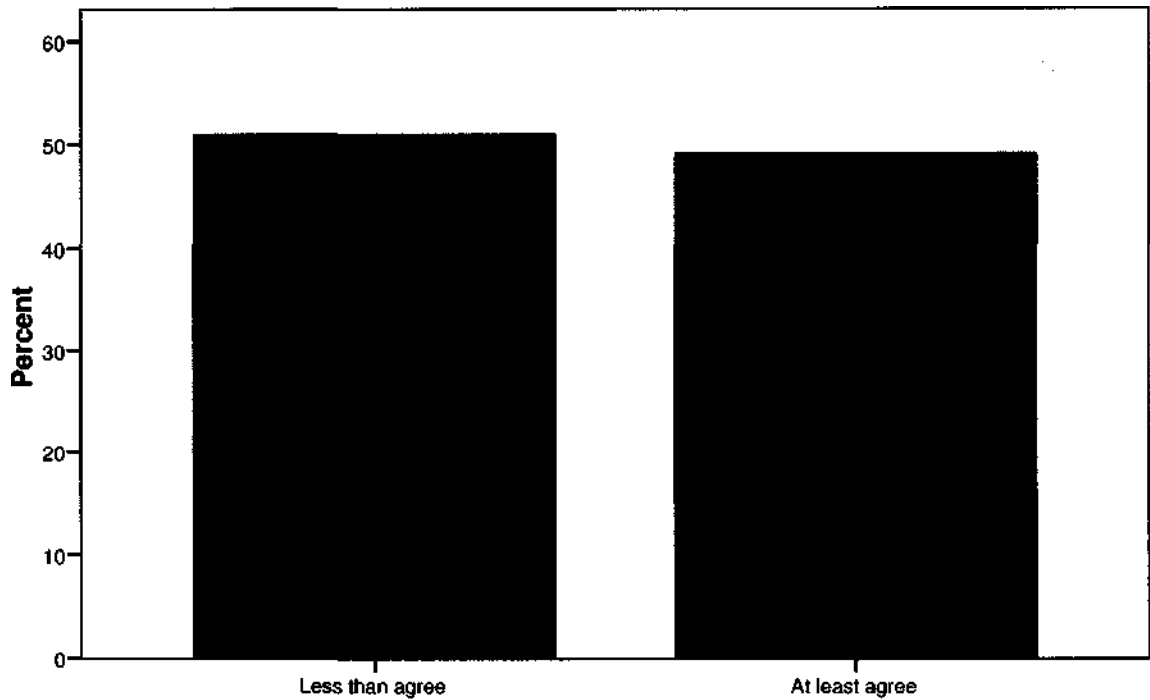
The core has helped me to develop my ability to work with others.

The core has made me aware that I have talents that I can contribute to the development of a just society.



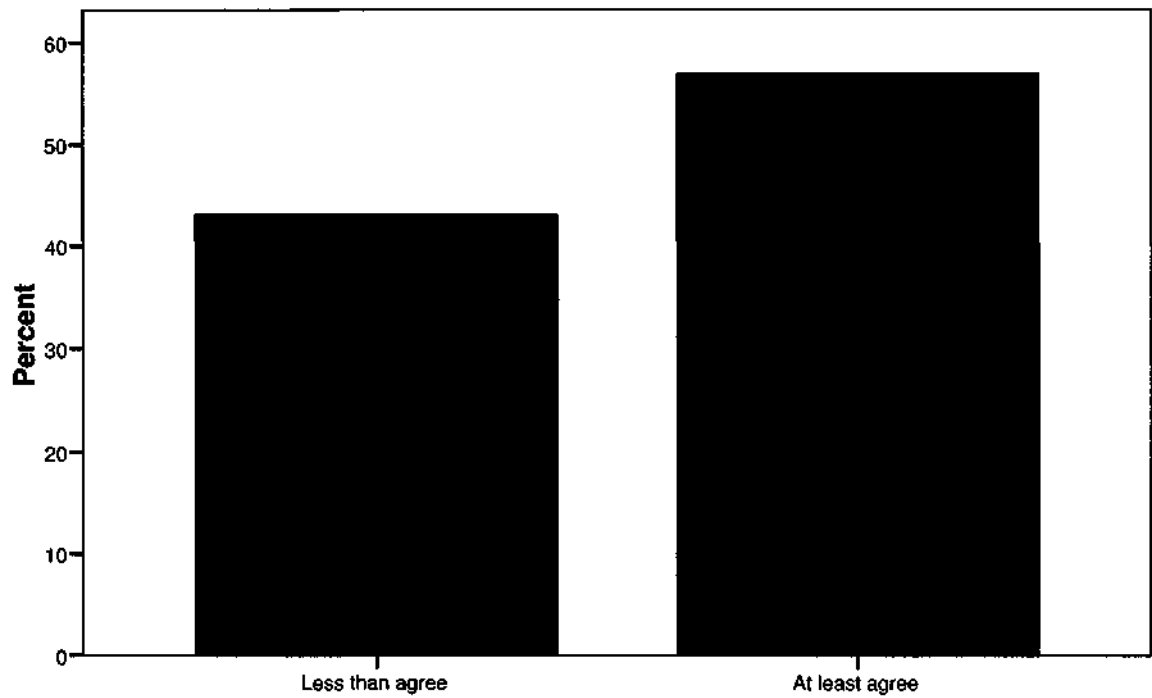
The core has made me aware that I have talents that I can contribute to the development of a just society.

The core has deepened my understanding of the ways in which people become responsible leaders.



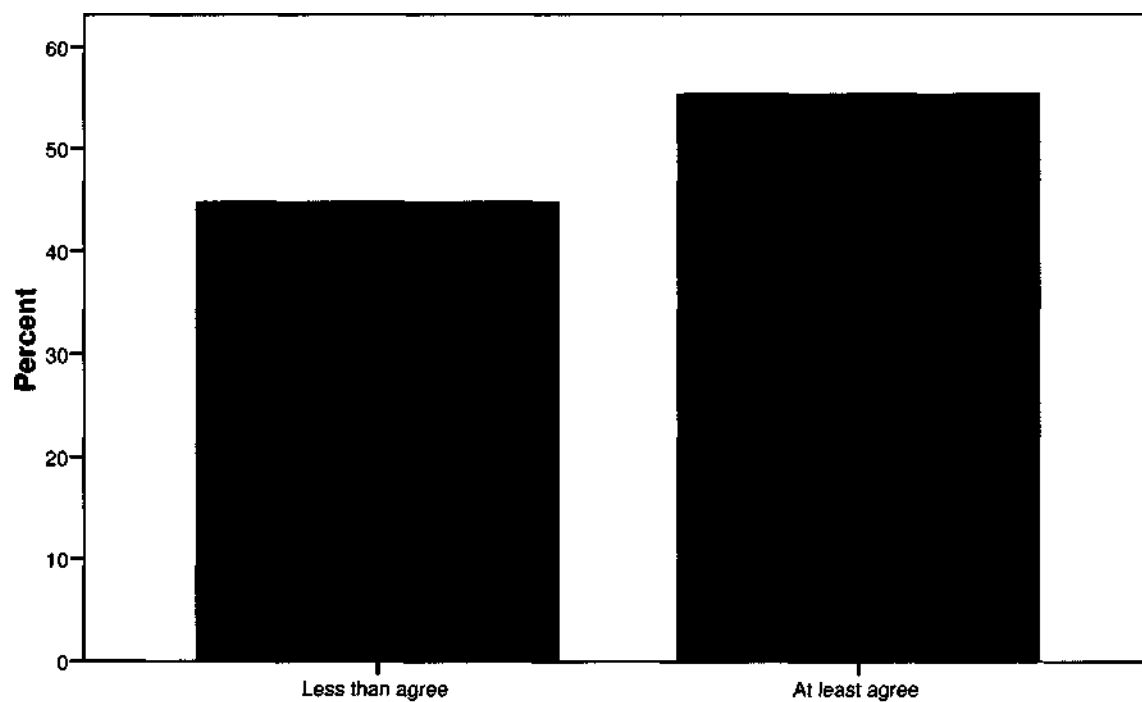
The core has deepened my understanding of the ways in which people become responsible leaders.

**The core has enhanced my awareness of the development of my whole being
- mind, body, and spirit**



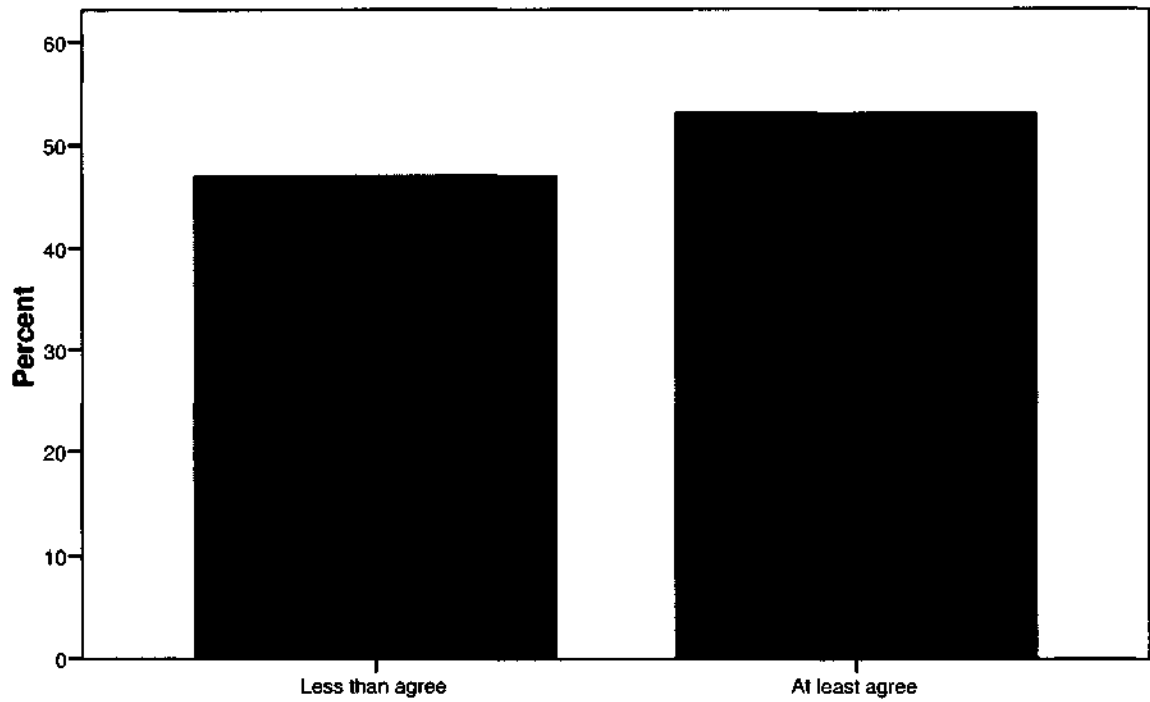
**The core has enhanced my awareness of the development of my whole being
- mind, body, and spirit**

The core has familiarized me with the importance of balancing and integrating care for self and for others.



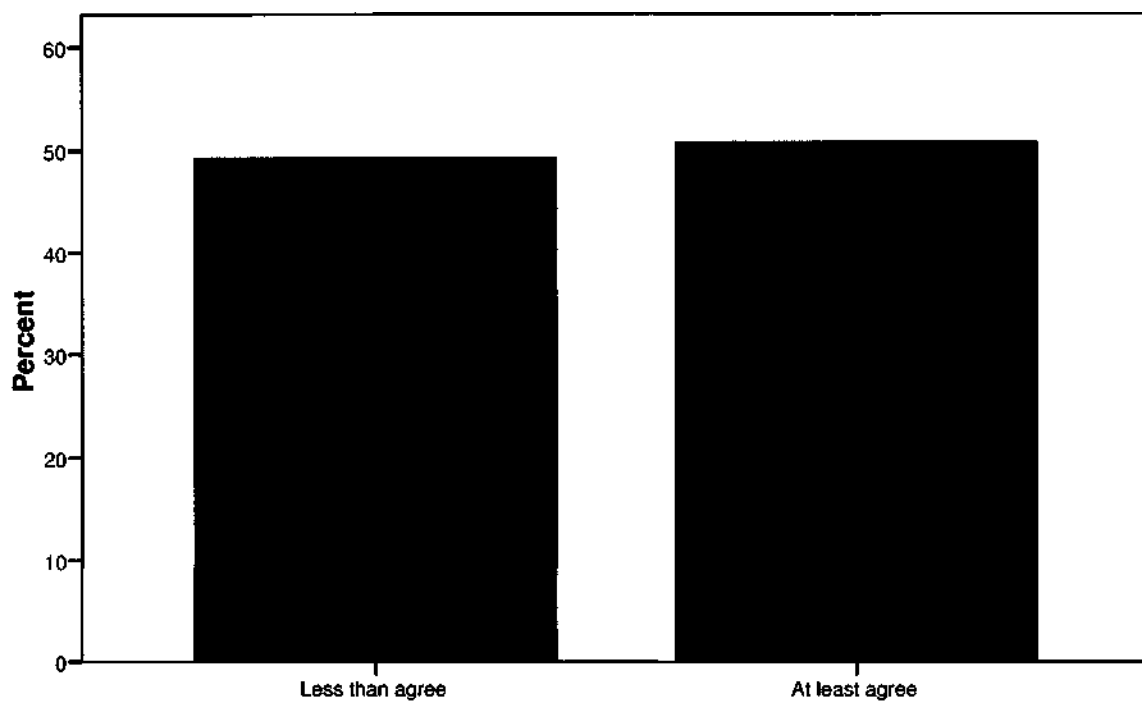
The core has familiarized me with the importance of balancing and integrating care for self and for others.

The core has exposed me to the importance of productive and responsible use of leisure time.



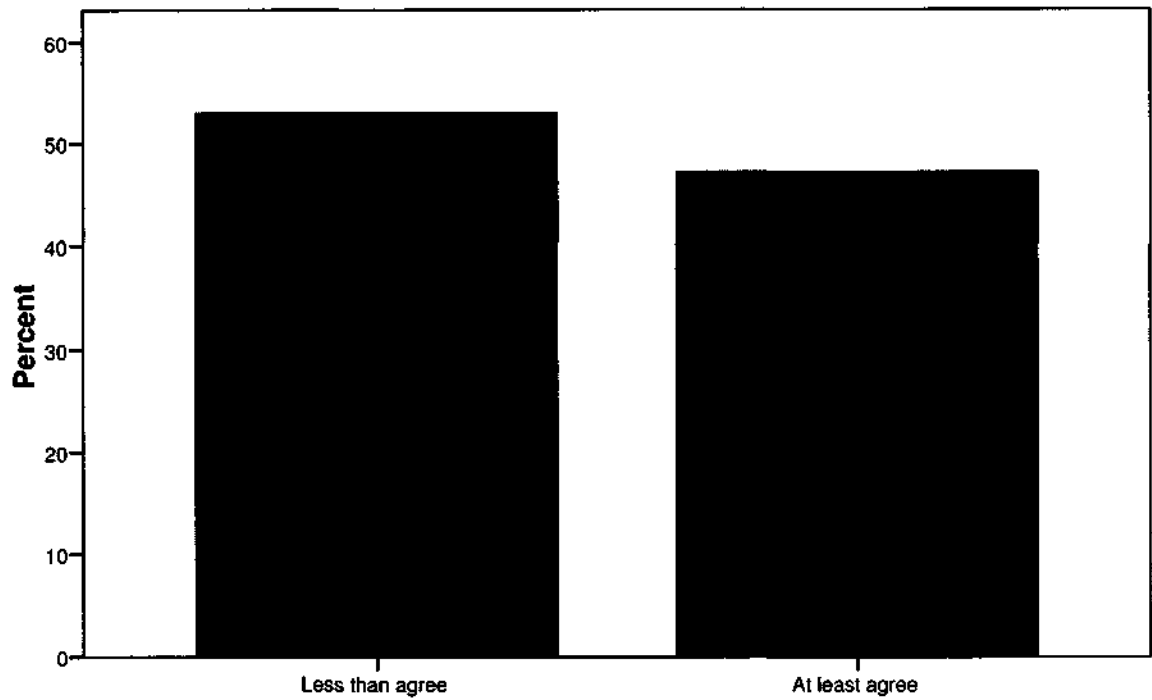
The core has exposed me to the importance of productive and responsible use of leisure time.

The core has aided in my development of a personal understanding of what it means to live a meaningful life.



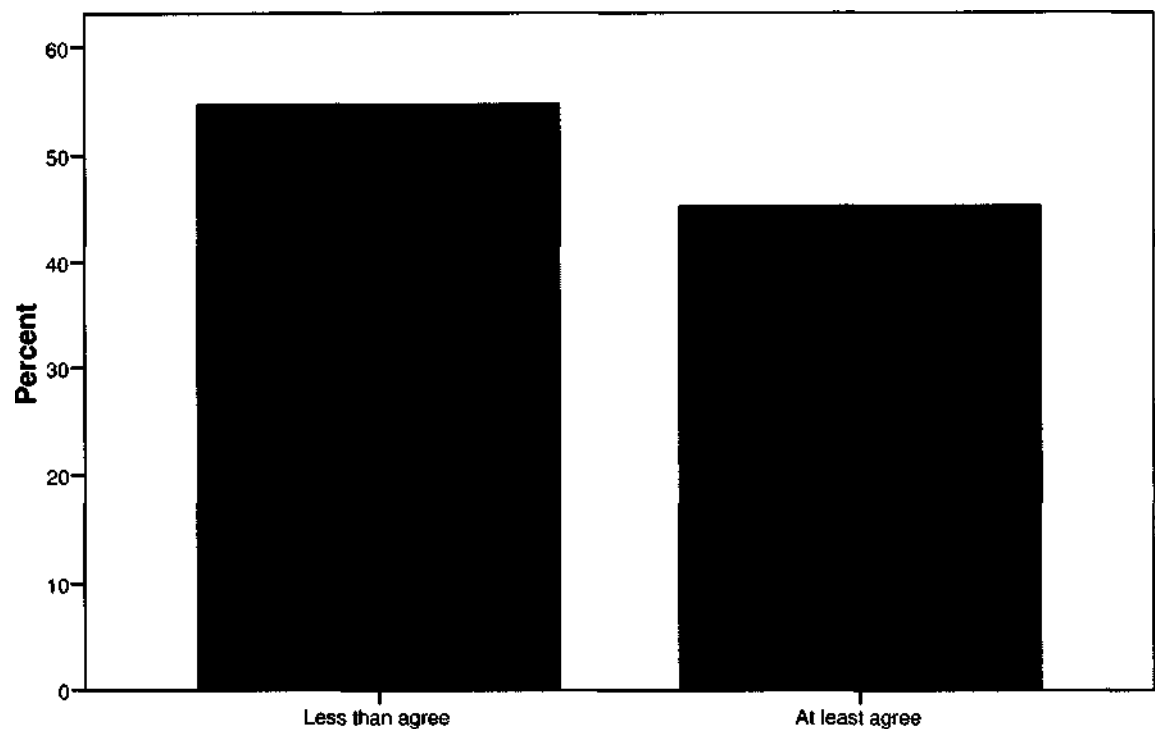
The core has aided in my development of a personal understanding of what it means to live a meaningful life.

The core has contributed to my appreciation of the beauty of the natural world.



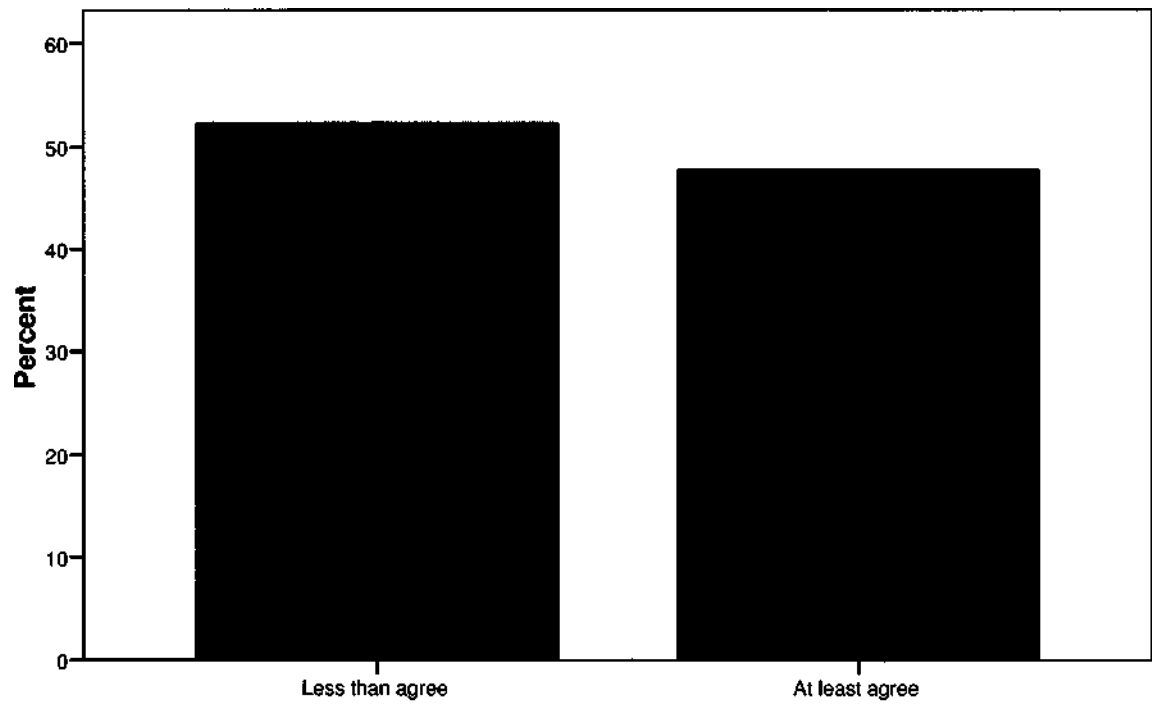
The core has contributed to my appreciation of the beauty of the natural world.

The core has contributed to my appreciation of man-made beauty.



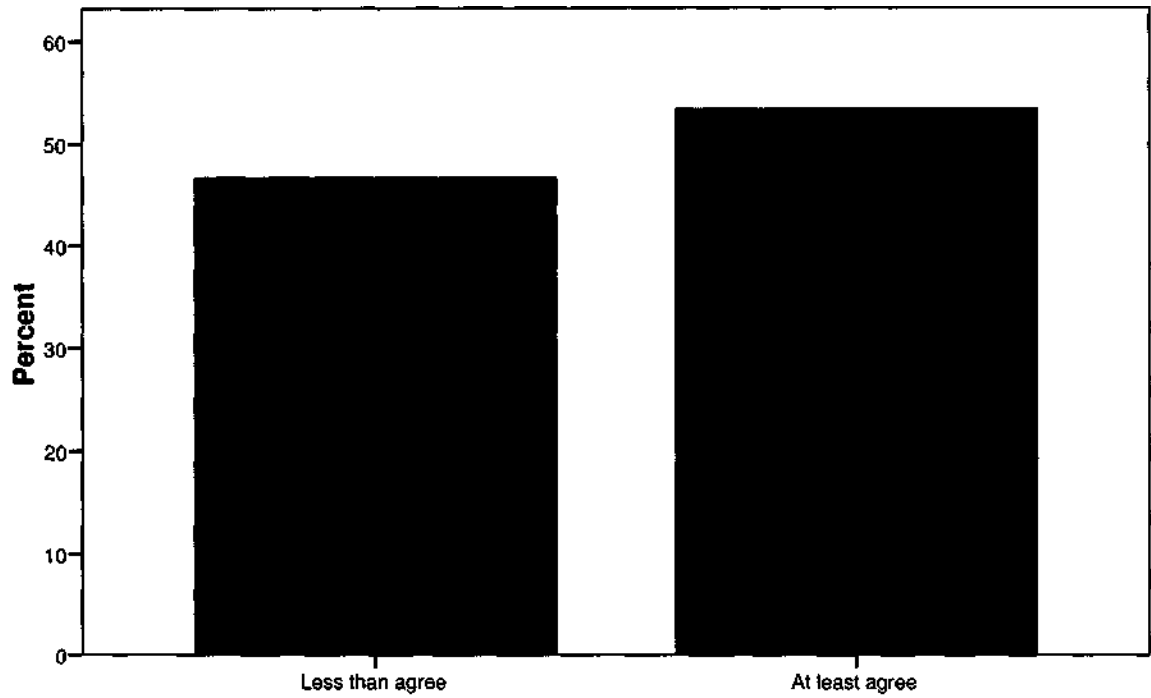
The core has contributed to my appreciation of man-made beauty.

**The core has improved my ability to look carefully and observe more closely
the natural world.**



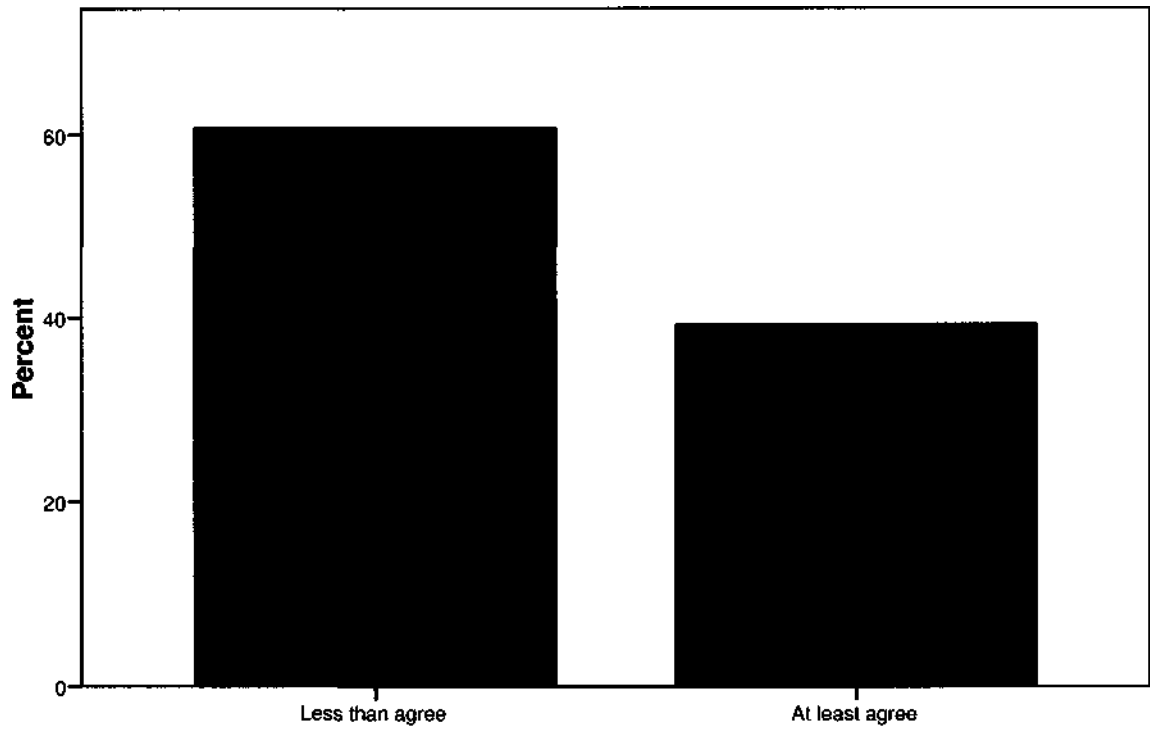
**The core has improved my ability to look carefully and observe more closely
the natural world.**

**The core has improved my ability to look carefully and observe more closely
the human constructed world.**



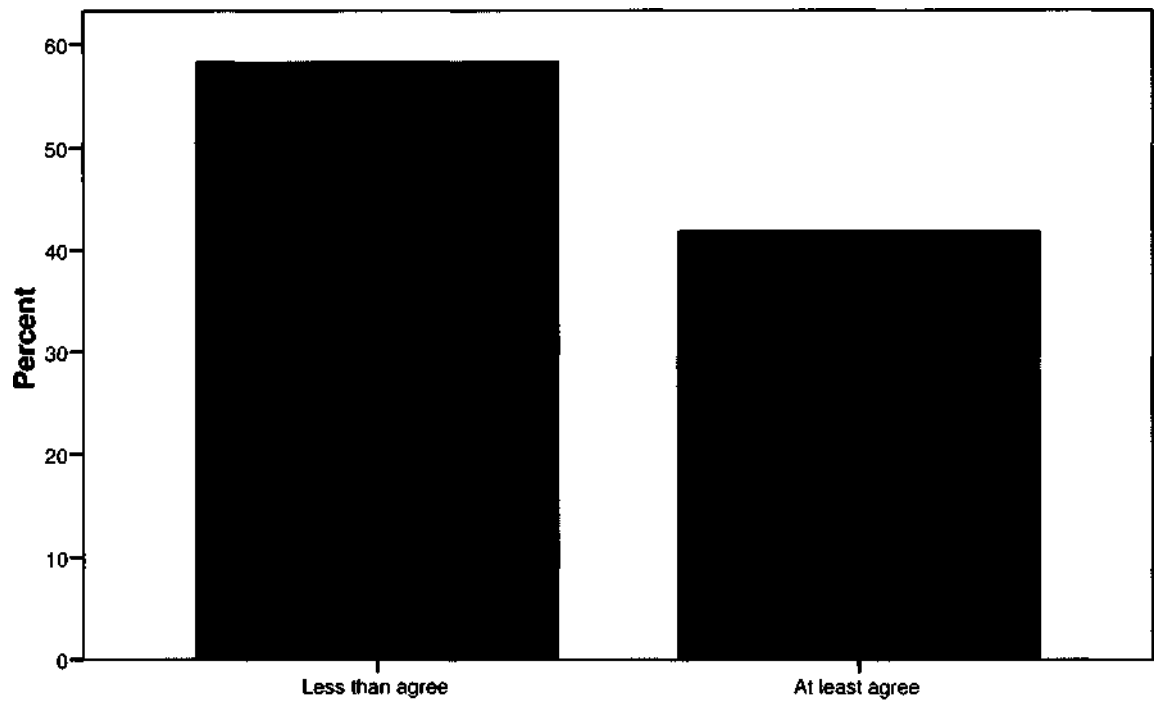
**The core has improved my ability to look carefully and observe more closely
the human constructed world.**

The core has helped me to express my appreciation of beauty.



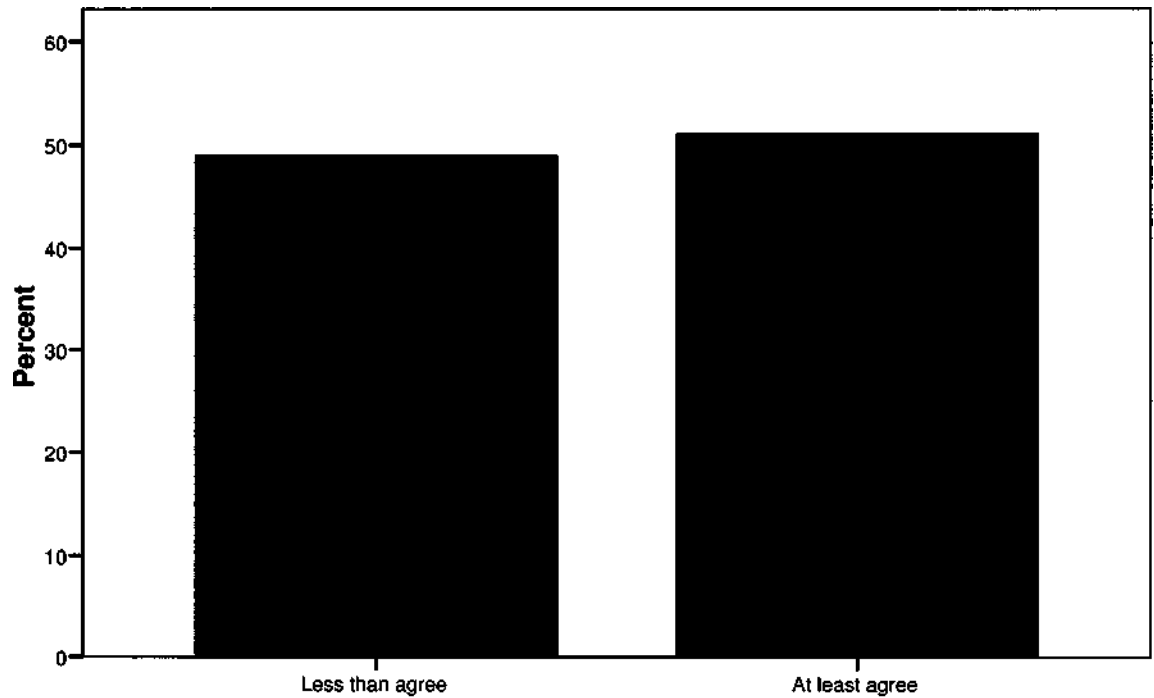
The core has helped me to express my appreciation of beauty.

The core has deepened my understanding of what makes something beautiful.



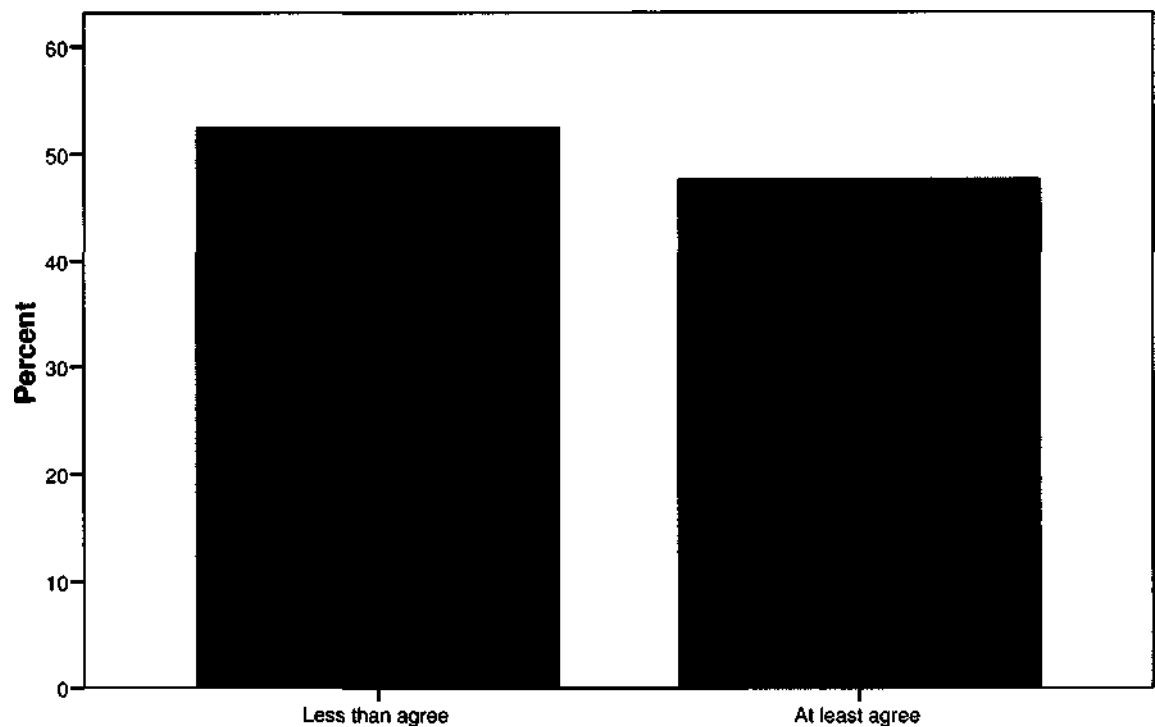
The core has deepened my understanding of what makes something beautiful.

**As a result of the core I am more likely to visit an art museum, go to a play,
listen to classical music, or watch an art film.**



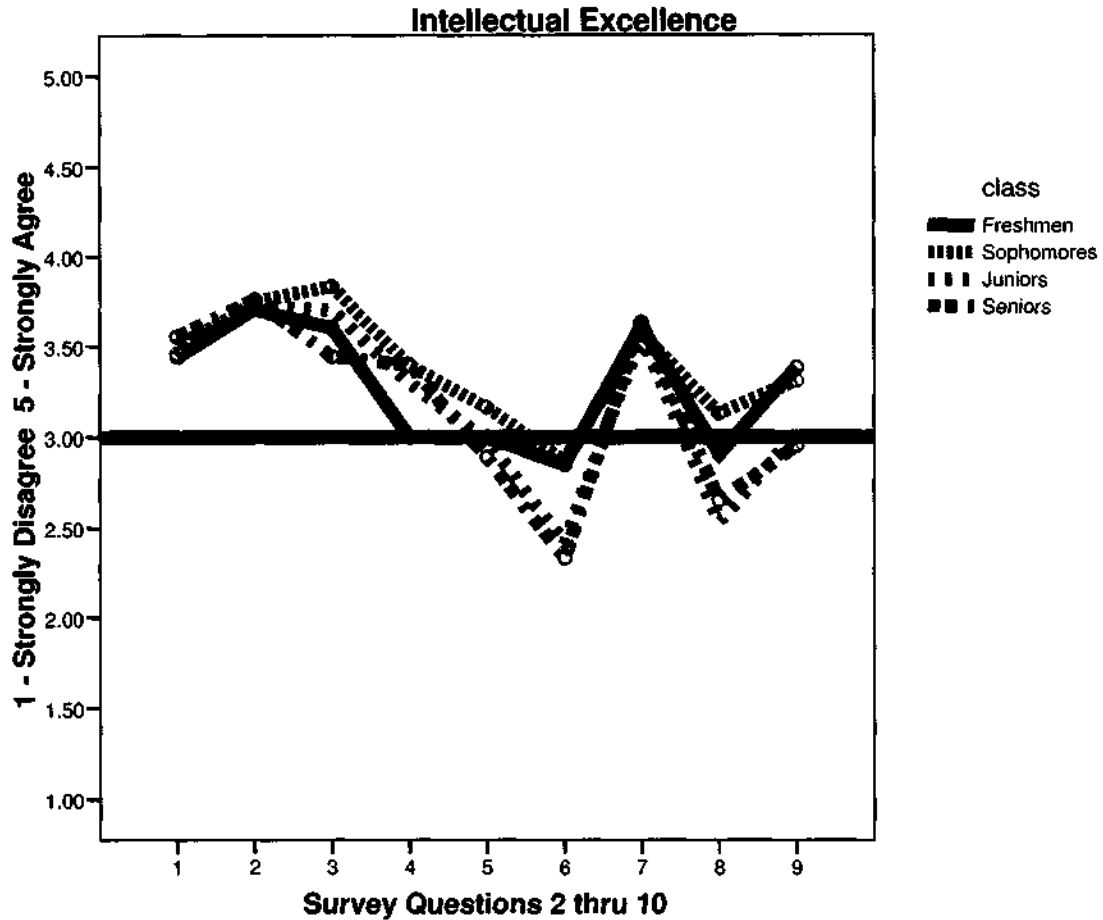
**As a result of the core I am more likely to visit an art museum, go to a play,
listen to classical music, or watch an art film.**

As a result of the core I am more likely to read a work of literature.



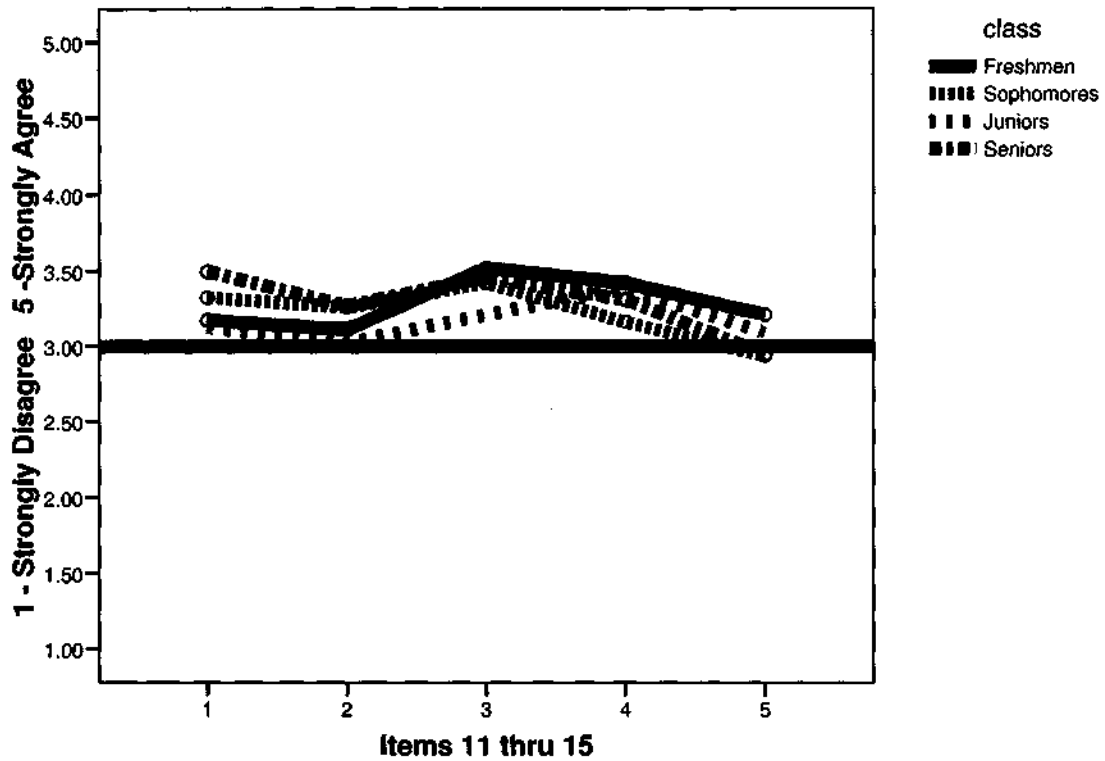
As a result of the core I am more likely to read a work of literature.

Student Survey Responses By Class Year

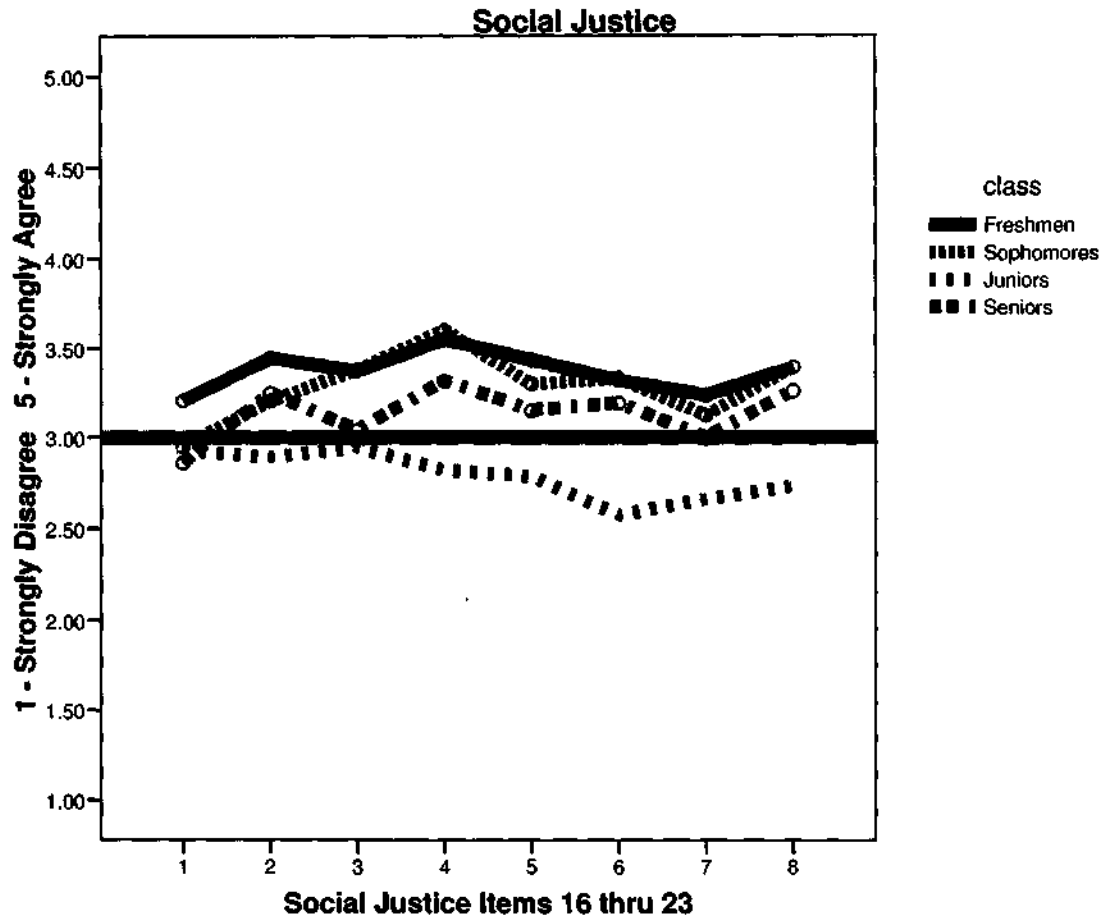


1. I have become better at evaluating claims based on documentation and logical coherence than I was before taking my core courses.
2. As a result of the core courses I have taken, I can relate material in my discipline to other disciplines.
3. I am interested in pursuing new ideas and learning about areas of knowledge with which I was not formerly acquainted.
4. I am more intellectually curious than I was before taking my core courses.
5. As a result of my core courses, I use information technology in research and problem-solving.
6. My mathematical skills have improved as a result of taking my core courses.
7. My writing skills have improved as a result of taking my core courses.
8. My public speaking skills have improved as a result of taking my core courses.
9. My ability to communicate in a language other than my native tongue has improved as a result of taking my core courses.

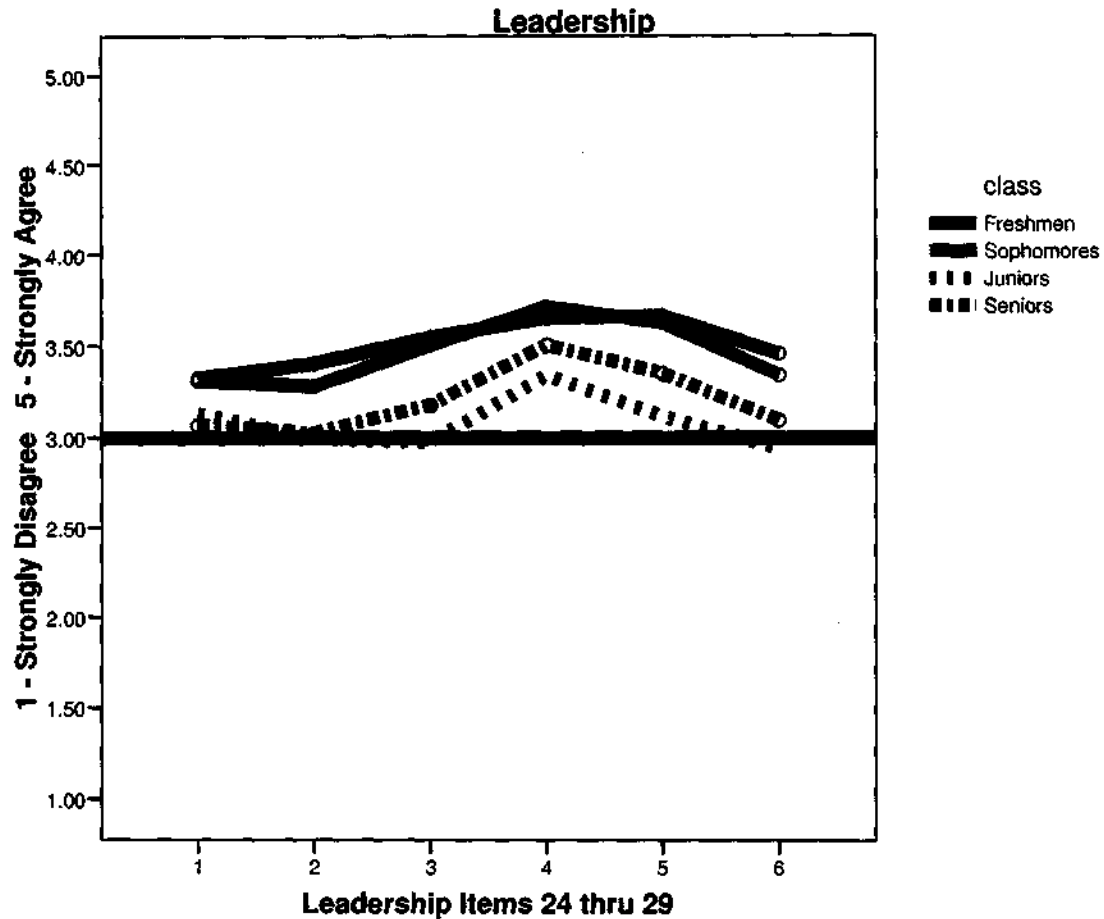
Faith and Mission



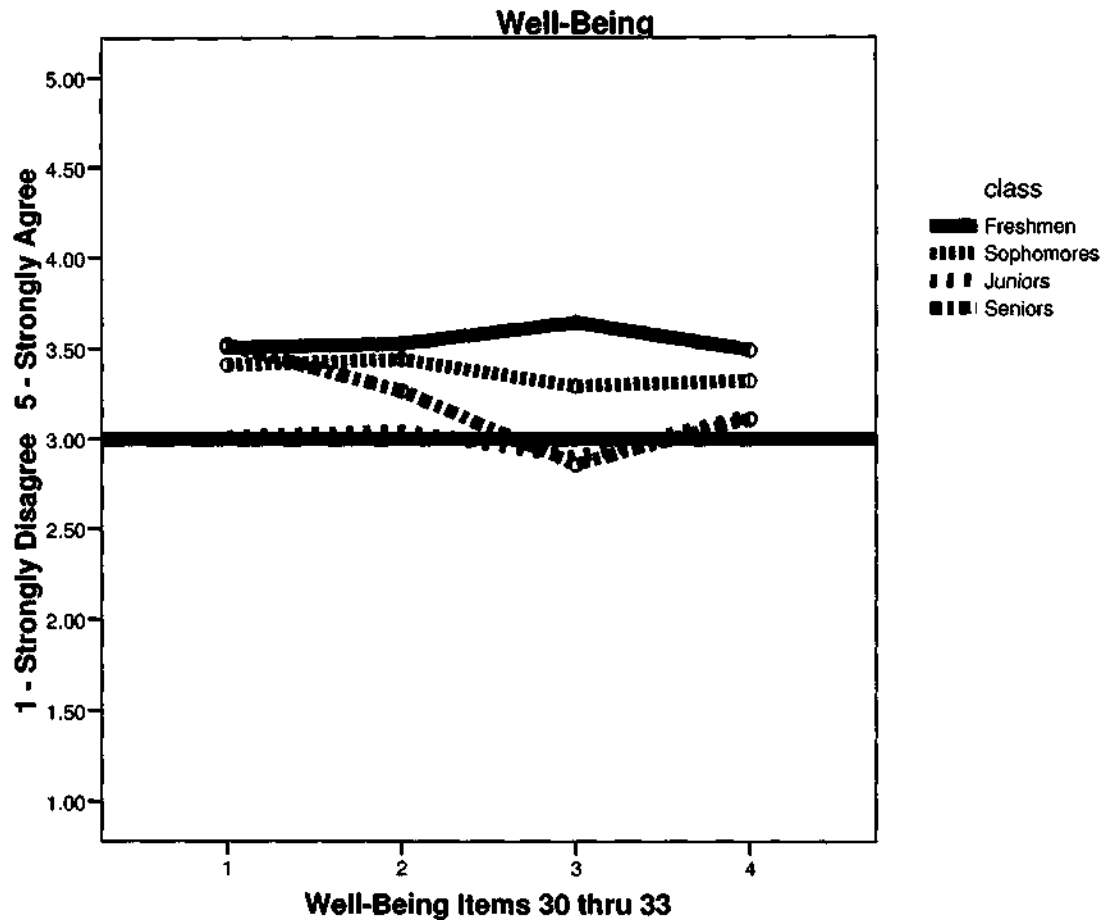
1. The core has contributed to my understanding of the relation between religious faith and rational argumentation.
2. The core has contributed to my understanding of the relation of religious and scientific truths.
3. The core has contributed to my understanding of the Jesuit mission to teach, learn, lead and serve "for the greater glory of God".
4. The core has contributed to my ability to think more deeply about my own religious faith.
5. The core has helped me to be better able to explain my fundamental religious beliefs.



1. The core has helped to deepen my sense of solidarity with the disadvantaged in society.
2. My core courses have helped me to recognize the inherent value and dignity of each person.
3. My core courses have contributed to my understanding of what it means to live in a "diverse and changing world".
4. My core courses have caused me to think about issues of who has privileges in a society.
5. The core has lead me to examine critically issues of poverty and economic injustice in our society.
6. The core has led me to examine critically issues of human rights around the world.
7. The core has led me to a greater personal committment to work to reduce social, educational, or economic inequalities.
8. The core has led me to perceive to a greater extent society's responsibility to reduce social, educational, or economic inequalities.

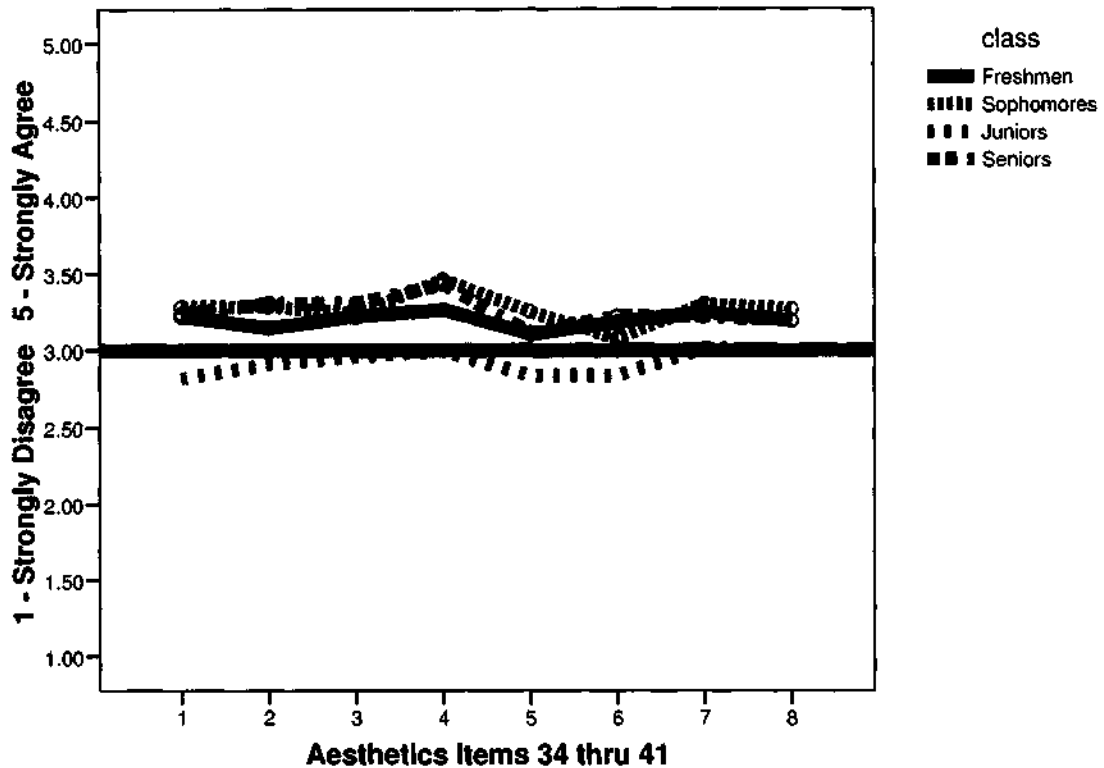


1. The core has led me to an understanding of my strength and capabilities as a leader.
2. The core has helped me to assume the responsibility to use my leadership strengths for the common good.
3. The core has led me to develop a willingness to act as an agent for positive change.
4. The core has helped me to develop my ability to work with others.
5. The core has made me aware that I have talents that I can contribute to the development of a just society.
6. The core has deepened my understanding of the ways in which people become responsible leaders.



1. The core has enhanced my awareness of the development of my whole being-mind, body, and spirit.
2. The core has familiarized me with the importance of balancing and integrating care for self and for others.
3. The core has exposed me to the importance of productive and responsible use of leisure time.
4. The core has aided in my development of a personal understanding of what it means to live a meaningful life.

Aesthetics



1. The core has contributed to my appreciation of the beauty of the natural world.
2. The core has contributed to my appreciation of man-made beauty.
3. The core has improved my ability to look carefully and observe more closely the natural world.
4. The core has improved my ability to look carefully and observe more closely the human constructed world.
5. The core has helped me to express my appreciation of beauty.
6. The core has deepened my understanding of what makes something beautiful.
7. As a result of the core I am more likely to visit an art museum, go to a play, listen to classical music, or watch an art film.
8. As a result of the core I am more likely to read a work of literature.

Student Survey Open Ended Responses

Freshman Open-ended Survey Responses.

I feel the core be more adequately performed through the use of more introspective study, experiential learning by exploring surrounding areas, and less emphasis on individualized guides from professors' opinions and their restricted frames of reference. "For the Greater Glory of God" was rarely demonstrated in many of my first semester classes. Questions and discussions toward faith and understanding were side stepped due to time constraints and other ambitions. Not many considerations were taken to convey an understanding as to the importance of the entire exercise of the ideal Core development.
The core is really not beneficial. It makes it virtually impossible for some to graduate on time given their field of study. Completing just the core takes more than 3 semesters. Less core classes should be required.
honestly- i hate the core and everything that goes along with it. i think that making study a foreign language is absolutely absurd.
This survey was too general and is too saturated with 'touchy feely' questions and does not ask about actual knowledge learned.
this does not really have to do with the survey but i think that a few of the class could be taken out of the core such as only haveing one theology, one philosophy ,and having computers science as a science option not a separate requirement.
Some of the questions seem irrelevant. It is hard to judge my feeling towards the whole core after taking only two courses first semester and only two or three classes so far this semester.
I feel that the courses I have taken that are a part of the core have been both interesting and diverse yet I have been able to use knowledge from one class in another. I feel that after taking the required core courses I have emerged as a better writer as well as a student who is capable of developing an idea and argument and following it through to compeletion.
I don't feel that I have taken enough classes to answer any of the questions about social justice. I have learned a ton from my ED 100 class about issues in our society but that is not the core.
I am a white female, and although I feel this school uses race to judge character and diversity, I believe that I'm diverse because of my personality and my family, not my race or standing in society
new york
I found this survey to be very interesting. It helped me to realized that I am really benefiting from the core courses here at Loyola College. It is interesting also because I feel that my effective writing class has helped me to realize that there is so much to do in this world, and by reading inspirational works and going to Year of the City events, I feel at real connection with the city am ready to make a difference.
I wish that I could focus on my major courses rather than the core. I'd like to see the core limited or have more options in the core. I think it would be a huge benefit because I want to be a master in my field of choice and with the core I dont feel as though I can do that. If I were able to take more major related courses then I would feel more prepared and more marketable in the working world.
I don't feel like I am getting anything out of many of my core classes. I am not interested in hardly any of them, they are not helping me learn more about my major, myself, or "the beauty of the natural or man-made world," and the amount of time that some of them can consume is ridiculously excessive and unnecesary. I'd rather be learning about things that I will actually use and remember beyond college.
I don't feel like I have benefitted at all from the core. There are some aspects that may have improved upon qualities that I already possess, but they have not created anything that wasn't there before.
None

The way to get the most out of the core is to participate and integrate one's self in their classes. If people just view it as another 'ho-hum' course, they're not going to get as much benefit from it.
Good Survey!
I believe the core, since it requires every Loyola student to take the same courses, should subject its teachers to similar standard requirements, such as a standard curriculum and grading policies. This action will make students less hostile to the idea of Core requirements. For example, seeing a fellow student earn an A in one course while another person puts in more work for a B in the same course (albeit with a different teacher, curriculum, grading policy, etc.) detracts from the fundamental ideal of the core-- that it is, that it should equally educate all Loyola students with similar knowledge and ideals.
Some of the topics of the previous questions may have been qualities that I have improved over the last semester. However, I do not believe this is due to my core classes. The classes that are required for my biology major have made me improve my work habits and the quality of my work. My work in the community was also due to my major. So while these habits of mine have changed, I answered the questions "disagree" because I do not think my core classes contributed to them.
None
I am from NJ and from a white community
I am in the honors program, so I checked off corresponding courses that I have taken in HN. I also checked the courses that I received AP credit for. As for the questions, I was unaware that core courses were aimed at developing leadership skills and raising inclination to affect the world positively. While I do strive for these, it is not evident that they are goals of the core. I believe that the core helps to expose the breadth and depth of subjects- to expose students to ideas and subjects that they normally wouldn't have had an interest in, and to make students more worldly, culturally aware, and well rounded. I also think that the answers would change as a student takes more core courses.
no comments
I am not a supporter of a mandatory core that can be fulfilled by pointless classes. More time should be spent encouraging students to double-major and engage in interdisciplinary studies rather than forcing them to take laughable, and frankly insulting "diversity" classes. This entire questionnaire is slanted towards ambiguous talking points that can be used in convenient numbers talks by faculty and administrators. Rather than ask 41 questions about "beauty" and "Jesuit ideals," simply ask if students would be in favor of raising the number of required core classes or lowering it to encourage academic diversification. Frankly, by a stiff adherence to a large core, you are giving students a taste of interdisciplinary work, but not encouraging further growth in these areas. It is better for an individual, in the long run, if he has a diploma citing two, or even three, majors rather than one major with the same number of credit hours. Frankly, this survey was disappointing as it attempted to remain in the realm of academic high-minded political correctness (i.e. the many questions on social justice). I answered many of these questions as "not applicable" because, I do not intend to be taught morality in the classroom, just as much as I do not intend to be taught physics from the pulpit. And, the \$1 to Campus Ministry should go to expanding programs to reach out to those on campus who have lost their faith rather than appealing to the rest of the city. When 30% of the students on campus attend mass, changes need to be made on campus before you can have a "Year of the City." Thank you for your time.
I have credit for almost all of the core courses even though I am a freshman because I entered Loyola with 27 credits worth of AP work. This is a good thing because it has helped me be able to major and double minor in vastly different areas-chemistry major, and writing and business minors.
I am from a small suburban town in new jersey which isn't diverse.

Sophomore Open-ended Survey Responses.

Although I enjoyed some of the core classes and learned from them, the questions given on this survey did not truly measure anything I learned while taking those classes. Most of these questions I feel I already had the capability of doing or thinking. I do not think that the core allowed me to change

greatly the way I think and see certain situations. I think that overall, the core is a good, positive learning experience, but I do not see the need for some of the classes we have to take, for example two english and history classes. I am a math and science person, my mind does not work well when having to analyze literature and poetry and although I see it to be something useful that I did learn, it does not seem fair that students who are not particularly good in that aspect of learning have to take those courses, while students who are not science or math majors get to fulfil the natural and mathematical science cores with simple classes like forensics or the life of bugs, classes that seem to be somewhat elementary. I am not trying to put the core curriculum down whatsoever because I do believe that I have learned a lot and have taken some classes that I normally would not have chosen, but I do think that some adjustments should be made.

I don't think the survey addressed the real aspect of what the core does and the problems that it has. I feel that the core is beneficial in making sure that students certain common courses such as writing, history, science and math. The core does not shape the students because though students may take the same courses they are not taught at all in the same manner. The core tends to become a burden and most students simply just try to make it through those classes with little interest. Students tend to take more in when they are able to take classes they are interested in, I feel that even if students didn't have such a heavy core some would still take classes in different areas simply because they have interest in other areas. This survey is helpful to those that are science or math majors because most other majors have these aspects improved through their major.

I don't believe that the core achieves many of the goals outlayed in the survey. The classes don't address many of these important issues. Instead, school lectures and other CCSJ or club programs do a much better job examining and introducing the school values and ideals. Also, I believe that the core would be more effective if they were treated more like electives, and students had the opportunity to choose which classes they would like to learn more about, and if there were a greater variety of classes to choose from. My experience with core classes is that they are similar to high school classes, and the people in them don't take them seriously because many don't want to take the classes. I get much more out of the classes I personally choose to take because everyone is willing to be there are actively participates. A goal for core classes should be to achieve an atmosphere similar to that, which can definitely be achieved by the greater variety of classes

I found that I learned more fundamental skills, such as working in groups and public speaking, in my major classes rather than in the core classes. Unfortunately, it seems that a lot of people consider the core to be something they have to "take care of" and it's often not looked at as a learning experience.

core needs more even distribution between sciences and humanities; more of an emphasis on social justice

I am in the honors program, which changes some of my responses (such as interdisciplinary sythesis).

Also, some of my answers were influenced by a specific class which may not necessarily reflect all aspects of the core. For example, my upper level theology dealt with socioeconomic disparites and social justic, etc., which helped me answer questions concerning these questions with strongly agree. I am sure not all upper level theologys are structured like mine, and not all my core classes have reinforced these values

I think that, overall, the core is pretty weak. There are TOO MANY classes that must be taken. This takes away from electives and also takes away from time that could be spent working on a major. The number of core classes must be reduced. It's important to get a well-rounded education, but it's also important for students to keep their sanity while in college. More focus should be put on the students' majors and their goals, not the ridiculous number of classes in fields that may be completely irrelevant and undesirable.

Also, this survey wants to suggest, through its questions, that the core has made us who we are, and this is absolutely not the case. Many times (and by many times I mean most of the time) students

<p>only take the courses because they have to, and therefore will get little to nothing out of the course.</p> <p>As a suggestion: MAKE THE CORE A SMALLER REQUIREMENT! Instead of two English classes how about one? Instead of two Philosophies, how about one? Students have better things to do than to waste time taking classes that they don't care about. If they're going to be inspired to begin a major in a certain field, they'll figure it out in the first English, or Philosophy, or Science class that they take. The second class is just torture.</p> <p>In conclusion, end the suffering now.</p>
<p>I feel like the core could do more to enhance the development of mind, body, and spirit. At orientation and college days, I remember an emphasis on mind, body, and spirit, but I have not found this emphasis present in the classroom.</p>
<p>Many of the questions were difficult for me to answer as much of the core is covered in classes for my major (Elementary Education.)</p>
<p>This survey was too long.</p>
<p>Will ceramics or "Clay I" ever have a chance to be a fine arts core?</p>
<p>Good ?'s, some random, but overall, Good</p>
<p>I feel like the questions here are so nebulous sometimes i dont know whats going on. anyway the issue with core is simply this-theyre unregulated and incongruent. The first problem is that understanding lit with professor A is an entriely different class than with professor B and they have different books and material. I understand stylistic differences between teachers, but the core doesnt really contribute to a common knowelge since we all learn different stuff. Moreover some core classes are FAR far harder than others. In fact, many have been harder than classes in my major, which is absurd. Professors here want to teach thier own agenda and arent intrested in an "intro" class.</p> <p>modern languages does a great job of how to regulate whats goes into a class, they have standard tests etc....</p>
<p>I have found that the core classes have introduced me to knew topics in the theology department as I went to public school and have never been exposed to that before. As far as the language or history, i felt it was a review or in some cases extention of highschool, but not really a personally thoughtful or fulfilling experience.</p>
<p>This survery is a joke. I want the \$1 contribution to go to lowering the price of one book in the book store by \$1 because this school rapes students and parents of hard earned money so all you teachers and administrators can become even more lazy and hide behind your titles and "big important" jobs. The core curriculum is stupid. How do you expect us students to learn about life from biased books and the crazy talk of insane, bias professors who don't even know what they are talking about half the time. I hope that all you teachers and admistrators think you are great geniuses and continue to act as though you are never wrong and do no wrong. Your poop smells too. Look in the mirror and ask yourself; "What really matters to me". Your answer may shock you.</p> <p>Peace and Love, I'm out.</p>
<p>I am not a person of faith. I am also a cynic.</p>
<p>This survey is poorly constructed. For instance, my response to question 40 of "Strongly Disagree" will probably be interpreted as the core classes lessening my desire to do the listed activities. This is not the case, however. Instead, I answered as I did because no class could motivate me more to do those activities as they are routine for me and something I would do regardless of some less-than-stimulating class.</p>
<p>I am an Elementary Education Major and a lot of my cores are fulfilled in classes specifically for my major. I cannot speak on behalf of the rest of the college but I feel my department does an excellent</p>

job of including society's issues in each class and it does a very good job of supporting my decision to be a teacher and giving me inspiration to use my classroom and my position to make a positive impact on society.

Junior Open-ended Survey Responses.

I believe that the core did help me to see more beauty and have a better understanding of the world and what it is made of, but I would not solely give the core credit for this. I have learned many of these things from all my classes and all the extracurricular activities that I participate in. The core did help me to reach out and try something I hadn't before just because I now had a better appreciation for many things and wanted to learn and experience more.

Does the core at a \$40,000 a year school make me feel responsible for the economic inequalities of the world? Who wrote this survey?

I think that the survey was very well written and detailed but, as it is obvious from my responses, I don't feel that the core affected my growth as a spiritual person. I have learned what I know about the Jesuit ideals from being a leader in the Evergreen program. I was discussing with some students a few weeks ago some options for introducing this sort of idea to the classroom and we thought that a core course designed for seniors that focused on reflection and personal growth would be beneficial. It would be more than just about academics but rather learning about yourself and who you want to be. I feel that it is important to truly embrace some of the Jesuit ideals in our lives because, after all, that is why many of us chose to come to this Jesuit school.

I hope you are not expecting the core to do all of the things that this survey suggests because that is ridiculous. A computer science class is not going to make me think about the injustices of society nor is a math class going to help me realize that after 20 years of hating math, I am actually starting to like it.

I felt this survey really over-exaggerated the importance of the core. Never in a class was I taught about the implicit worth of a person, myself or other, on a basis that was anything but the speculative.

Also, I have become a better writer because of my majors and not the core, so my answers for those may be skewed.

Moreover, in that same vein the Effective Writing class is terrible; no one I have talked to enjoyed it/ became a better writer because of it. I would recommend putting it back in the English department or absorbing CM100 into EN101 because the English department is amazing at improving writers.

very long, and repetitive

The core is nothing but busy work..it hasn't bettered me as a person. all of the things I disagreed with, I knew already..the core didn't make me realize any of them because I've experienced it already...it was nothing but a waste of time and money

it does not take into consideration that some values have always been in a person

Some core classes ask students to do so much work that we can't appreciate the topics that we are discussing since we are too caught up in trying to complete everything.

I enjoyed my core classes, but as a double major, I found that the upper levels took up entirely too much time from my major courses. The core is a great idea, but I feel that we should not be required to take so many credits of each course. Perhaps we should be given the opportunity to choose from the courses we would like to continue studying.

If the above questions is what we should be attaining from the core courses I think it is important that we know that before we enter into these courses. I feel as if I had gotten more out of the course if I had known which goals of the core curriculum it was trying to achieve.

The core curriculum is a little biased toward business and communication majors because they only

have to take one science class while biology, psychology, and computer science majors have to take two of everything else like philosophy and theology.

Some of the statements I disagreed with were because I was already familiar with how important technology is to problem solving, or I already had the urge to use my knowledge for the benefit of my fellow man. I do not know how much the core, itself, instilled these pieces of knowledge in my head.

I feel that the survey was too general. There should have been questions broken down by course, or at least by topic. It seems like this survey is just meant for Loyola to be able to pat themselves on the back at the end of the day instead of making tangible improvements to the core curriculum. Some of my core courses, such as my upper level theology, which I took abroad, and my upper level philosophy (politics and society, which was actually applicable to the real world) were useful and made me think. I also plan on taking environmental ethics, which I am looking forward to. However, I feel that the language core was useless. There has been a lot of scientific evidence which states that it is a lot easier to learn a second language when children are young, and the older a person gets the harder it is. There may be a couple extremely dedicated people in the student body who do aspire to learn another language however, the vast majority of the student body is too busy with molding their classes around a future career to have such aspirations. Furthermore, as soon as I was starting to become somewhat proficient, I stopped because I didn't have any more room in my schedule (and because the requirement was met). I am definitely not advocating that Loyola abolish its language program. I am just saying that I believe the language requirements in the core really do not benefit the students.

I feel that the introductory theology courses should be much more uniform than they are now. Mine did not teach me anything about the history of Catholicism and the reasons for its various laws (i.e. the seven deadly sins, what exactly is said in the bible about homosexuality, premarital sex, ect.), which is applicable to real life and I actually would like to learn. Instead it focused largely on the cultural differences between the religious ceremonies practiced by various ethnic groups in America, which frankly I do not care too much about. This was not remotely close to what my friends were studying. The evaluation and grading policies should also be more standardized. I also feel that the core is somewhat arcane. My intro philosophy class was interesting, but not particularly applicable to my life or career. However, my upper level philosophy class was extremely informative, as it exposed us to views of modern events not often covered in mainstream news. Unfortunately, the vast majority of Loyola students never take that class. Instead, they just take a continuation of the intro philosophy class. I believe Loyola should rethink its core so that students are better able to assess the world around them. If Loyola students were required to take a course in economics all Loyola students would have a better understanding of how our economy and our world works. Additionally, I feel that there should be a course which is devoted solely to exposing the injustices that are apparent around the world (environmental, social, economic - all the injustices mentioned in this survey but are barely, if ever, touched on directly in the core classes today). That would be a much more efficient way of accomplishing what Loyola's goal are which, taken from the survey, are: educating students so they can reduce social, educational and economic inequalities and building strong student leaders who work for justice etc. By combining the economics requirement with a justice requirement, all students will be able to get a feel of how the real world works and the injustices present in that world. In that way, Loyola will not create completely lofty idealists who will want to save the world, but pragmatic thinkers who will work within the parameters set by present society to accomplish something good.

Do you people *really* believe that the Core really does any of that? You preach this men and women for others stuff so much that people just can't take it anymore. This school has such a ridiculous preoccupation with social justice, "diversity", and this "finding god in all things" that it gets in the way. It's all just rhetoric. Have any of you sat in on a class? We don't talk about that stuff? We go through the book. Very very few people come here because they believe in your mission. I came because my mom made me apply and y'all gave me a lot of money. Everyone comes from the same areas, the same private, predominantly white, upper-class snobby schools. They go to class and then they go out and get wasted half the nights of the week and then go off and hook up with everyone else. if you really want your core classes to teach all that, I think you're accepting the wrong students.

This is a purposefully biased survey. It presupposes that I care for/admire the Jesuit institution. You are satcking the deck in your favor. Thanks.

Ok. So even though I answered with "disagree" for most of the questions, that doesn't mean I don't appreciate the core. I think the wording of the questions underestimate the value of the core, and assume a direct relationship between taking core classes and performing certain behavior. For example, question 40: As a result of the core I am more likely to visit an art museum, go to a play, listen to classical music, or watch an art film. The question assumes that the core is the only reason for one to visit a museum, etc. This is not true. I took Art History for my Fine Arts core. But I don't visit museums anymore than I used to before taking the course. I do, however, enjoy my museum visits more now that I have taken the class. Because of the course, I know a little background information on, for example, what style came first, or which style influenced the other.
This survey does not address those students who fulfill the core requirement within the Honors Program. I don't understand how this can be a college wide survey while ignoring a significant part of the college community. I have attempted to answer the questions the best I can with the answers provided. If you intended this survey to be for students taking the general college core, I would suggest having an option that lets Honors students bypass the list of core courses so that they can participate in questions 2-42.
Some of the questions were impossible for me to answer as I have not taken core courses that I believe have anything to do with the questions.
The core is a huge obstacle for undergrads looking to get as much experience in an actual area of interest as possible. This isn't high school, students don't need to take two or even three classes in a subject they know they have no interest in, one should be enough. It's understandable that the school wants to develop well-rounded students, but it shouldn't be at the expense of letting a student learn more about things they actually enjoy.

Senior Open-ended Survey Responses.

Most of these questions are dumb and almost none are actionable. You should have interviewed students.
It was really hard to determine the causal effect the core had on some of the values and situations described in these questions. Who knows if I would interpret beauty any differently had I not taken my core classes?? I think many of my upper level courses had a far greater impact on shaping my view of the world, and my position within it, than core courses
What core do you think we have... my impression of the core since i was a freshman was that a lot of the students saw the core as something that they have to do but really do not pay much attention to. Sometimes you might find something interesting and is helpful if you do not have a major and need something to give you a push in a certain direction but otherwise it was kind of useless. I understand we are a Jesuit school but there are certain core courses that need to be looked at and one extremely in particular. Intro to Theology is a theology class and should teach different religions not just the catholic one. There are more important things to read than someone's opinion on St. Francis' writings, especially in a time where there seems to be a very big gap between some of the religions in the world.
Many of the questions were very repetitive
I would like to add that the core needs to be standardized in order for students to get the same experience out of it. Teachers will be different, but what they teach and the amount of work for the class should be standard for all the core classes. Also, I would like to add that having the word and concept of diversity shoved down my throat was a constant annoyance in every single class. The fact that I am a white male at this school made me feel like I was wrong no matter what I said and that people of ethnicity were treated far better for that reason only. I would like to see the diversity at the school not be the primary issue or concern. Image is one thing, but caring about image more than the classes is detrimental and really irritating. Please take this criticism in the kindest way, but do take it and understand my frustration with the core and why I feel it was not overall beneficial.
For all of the questions that I responded "neither agree or disagree", I did so because it wasn't

necessarily the core that "familiarized me with the importance of balancing and integrating care for self and for others", "aided in my development of a personal understanding of what it means to live a meaningful life", etc., but my overall experience at Loyola has done these things for me (but not through the core).
I am personally a huge fan of the core, but I think it should be reduced slightly.
I have not felt that the core has directly impacted my ability to be a leader or has connected me with a passion for social justice work; however I do feel my leadership qualities and my interests in social justice have blossomed during my time at Loyola through other classes and activities. The social justice issues I have discussed and experiences were mainly in my service learning classes in Speech Pathology (not core), my experiences abroad (Thailand and Mexico), as well as through the environmental aspects of poverty addressed in Environmental Biology (part of my core - a class I feel is extremely important especially considering our world's current environmental crisis that has become a political and business issue). I also feel the 'body' aspect of the 'mind, body, and soul' balance is not effectively addressed; yes, a student may learn anatomy and physiology but there are no nutrition classes at Loyola and physical education is also not offered. I do not feel the core should be bigger than it is but I believe these classes should at least be offered.
I think my Loyola experience overall has provided many of the things asked about in the questions above but that was not a result of my core classes.
The "core" class that had the biggest impact on my appreciation of other fields has been an upper level philosophy class. The course was PL 411 last semester. I did not include my reactions from that class in this survey because it is not technically a "core" class, although it counted as mine. I like that class more than others because everyone in it genuinely wanted to learn the material and we were held to higher standards than I had previously been exposed to at Loyola.
I believe that if this survey questioned my overall Loyola experience all of my answers would be strongly agree. However, the core was not central to my overall Loyola experience.
The Core serves as a wonderful way to expose oneself to those areas of study otherwise perceived as unattractive or not worthwhile to enroll oneself. While some of the courses were tedious, unenjoyable, or downright aggravating, they are beneficial--if only to reveal what one should not pursue. Still, and this point must be emphasized, even though I personally see the Core as a vehicle for growth, change, and a heightened awareness of the world around us, a curriculum such as Loyola's Core is not for everyone and there exist those who would benefit more from a more vocational type of education on the whole. It is not Loyola's mission to provide a narrow vocational education and if one sees such an education fitting to one's own talents and abilities then perhaps Loyola is not for them. In other words, Loyola College, particularly through the use of a core curriculum such that it employs, is for those open to a broad variation of course material and that should be made apparent to a prospective student. The Core cannot be viewed as a miracle device. One has to be open to it for its affects to be able to be successful.
N/A
My answers would have been different if the questions had not been looking at the core as a whole but instead questions about particular courses.
none
We have too many core requirements, I would like more opportunities to take classes that will actually be advantageous to my future career.
This survey should have asked other questions perhaps more relevant to students, ie. "was the core helpful in selecting my major/minor?" "has the core made me a well-rounded individual." I am not really sure what the relevance is of core helping me "find something beautiful."
hope this helps
This survey reflects what the core does not do. The questions pertaining to the social equality of others, in my opinion, is counterproductive to the American way of life. Without social levels, and the freedom to sway from poor to rich, both monetarily as well as academically, how are we to rate or grow?

As far as theology is concerned at this school, i learned absolutely nothing about theology. All i recieved was a history of the catholic church, history is not theology, and catholicism is not the only religion worth studying. I fealt the core to be vague and almost a complete waste of time as it did not reinforce nor teach me information that i want to hang on to. I have felt that these so called changes made to loyola in the past year due to Father Linnanes presence has impacted the school negatively.
Loyola as a whole has contributed to many of the above questions, but the core specifically has not. Many professors are often more focused on preparing students to major in their field than in providing them with a true Jesuit experience. On the other hand I have had many fabulous professors, many of which do not teach a core.
for question #42, I do not desire one dollar to go to either origination. I would prefer that you give that dollar to the Physics department. If not contribute it to the Vatican Central Fund on my behalf. I do not desire to support ccsj of cm in any way. Your question presupposes this. Many of your questions presuppose things. If I don't agree with the premise of your question I can't rightly choose an answer, hence the large number of not aplicables that I answered. Also, the core doesn't teach truth, beauty, or deepen understanding. It is generally viewed, and often rightly so as a hurdle. Most of my core class were well below the level I was already at from high school. They seemed mostly like a waste of time. As far as they person they helped me to be, for the questions you've asked, I can only assume that the core has failed me. I am not the socially concious beauty lover that I aparently was meant to become. The core did at times attempt this but I was not swayed. Make the core harder, deepen it. Make us care and not just about happy shinny garabage. I did not come here to prepare for the peace core or a life of hugging as these questions made me feel the core was meant to. I am also quite serious in my response to #47. If we wish to as a society end racial inequites, a neccisary step is to stop carin what race you are. I apologize for my poor spelling, but please don't put it in the core.
The core courses in general did not in essence make me a 'better' person because the teachers that teach them often do not want to be there as much as the students. Instead of having an intrinsically motivated class like some of the electives, cores are painful and if I had known how intensive the core requirements were for Loyola I would have chosen another college to attend. Some of the cores such as HS 101 was a waste of my time entirely. Not only did I not learn a single thing that I had not already known from high school history, but I also felt that it would have been more beneficial to have the option of taking an eastern history class. The core curriculum has to be remodeled to best fit the needs of the new students coming in. With the average SAT score rising as well as GPA, a majority of what is taught in the lower level cores is a waste. If Loyola is concerned with improving an individual student's perception of the world in which they live, then require them to do self-reflective tasks that will actually deepen their appreciation for what they have; instead of making them sit bored to death in a history class with a professor that has no soul.
Ask which course, if any, we would eliminate from the core requirement
i would like to say that the core was terrible and way way too big. it is ridiculous that if with my minor i have absolutely no free electives and have had to take more courses than 5 a semester, there is no reason to put three theology classes, there should be much more freedom to take courses we are interested in rather than forced to take every class that i have taken. please at least ease up on the core, it is way to big. further, i have never met anyone who has liked the core, also other schools that are respected more and are also Jesuit dont have close to the length of core to take. i am a senior and i am still taking core courses and not because i was lazy, but i had no other choice but take the courses for my major and minor in that order.
I don't know what the question for #43 is
I already had interests in going to museums and to go to plays before I participated in the core. So its not that I don't have an interest, its just that I don't think the core developed that for me
I like the core because I was interested in taking some of the classes anyway, so it was nice to have a solid jusification to do that, and it also "forced" me to take classes that I might not have taken otherwise that I enjoyed and got something out of.
repetitive
Please continue to seriously evaluate the core as it currently stands.

I think that the core curriculum is a good way to receive a broader education rather than just taking classes in certain areas. I'm not sure if it's necessary to take 2 of theology and philosophy, maybe you take the intro and continue with an ethics for whichever interests you. I also think that when you are done with the core there should be more electives that are appealing to students because there are not many elective courses at Loyola. I feel that I continue to take major classes because there aren't electives that I would want to take.

Student Responses

Factor Analysis

Items within the same Factor were responded to with a consistent pattern. In some manner these items are more closely aligned with one another than they are with items in other factors.

Factor I.

question15 The core helps students to understand their strengths and capabilities as a leader.
question12 The core helps students to develop a sense of solidarity with the disadvantaged in society.
question14 The core helps students to critically examine issues of human rights around the world.
question16 The core helps students to develop a willingness to act as an agent for positive change
question17 The core helps students to develop their ability to work with others.
question13 The core helps students to understand what it means to live in a 'diverse and changing world'.
question10 The core helps students to understand the Jesuit mission to teach, learn, lead and serve 'for the greater glory of God'.
question11 The core helps students to think more deeply about their own religious faith. Loads on Factors I, III, and V.

Factor II

Question21 The core helps students to appreciate man-made beauty.
question23 As a result of the core students are more likely to visit an art museum, go to a play, listen to classical music, or watch an art film.
question20 The core helps students to develop an appreciation of the beauty of the natural world.
question24 As a result of the core students are more likely to read a work of literature.
question22 The core helps students understand what makes something beautiful.
question18 The core helps students to develop their whole being - mind, body, and spirit. Loads on Factor IV

Factor III

question4 The core helps students use information technology in research.
question2 The core helps students relate material in different disciplines.
question3 The core helps students become more intellectually curious.
question1 The core helps students become better at evaluating claims based on documentation and logical coherence.
question5 The core helps students improve their mathematical skills.
question11 The core helps students to think more deeply about their own religious faith. Loads on Factors I, III, and V.

Factor IV

question6 The core helps students improve their writing skills.
question 18 The core helps students to develop their whole being - mind, body, and spirit. Loads on Factor II

Factor V

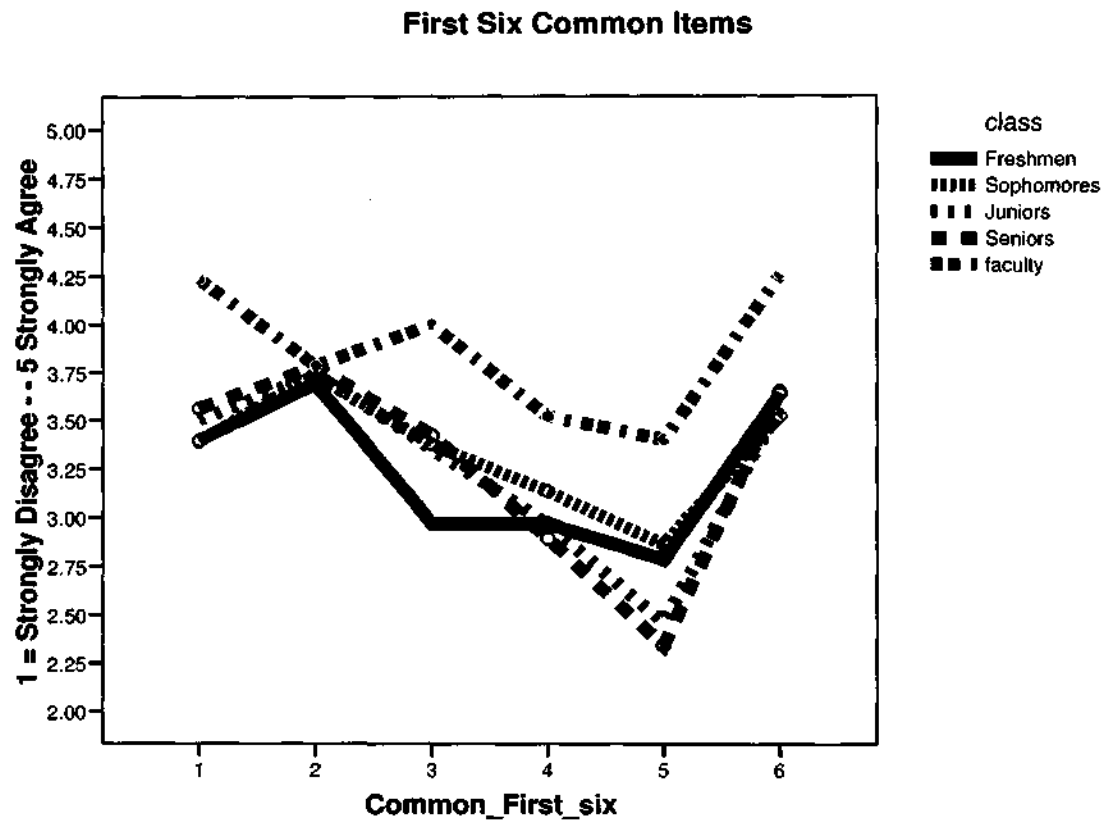
question9 The core helps students understand the relation between religious faith and rational argumentation
question8 The core helps students improve their ability to communicate in a language other than their native tongue.
question11 The core helps students to think more deeply about their own religious faith. Loads on Factors I, III, and V.

Factor VI

question7 The core helps students improve their public speaking skills.

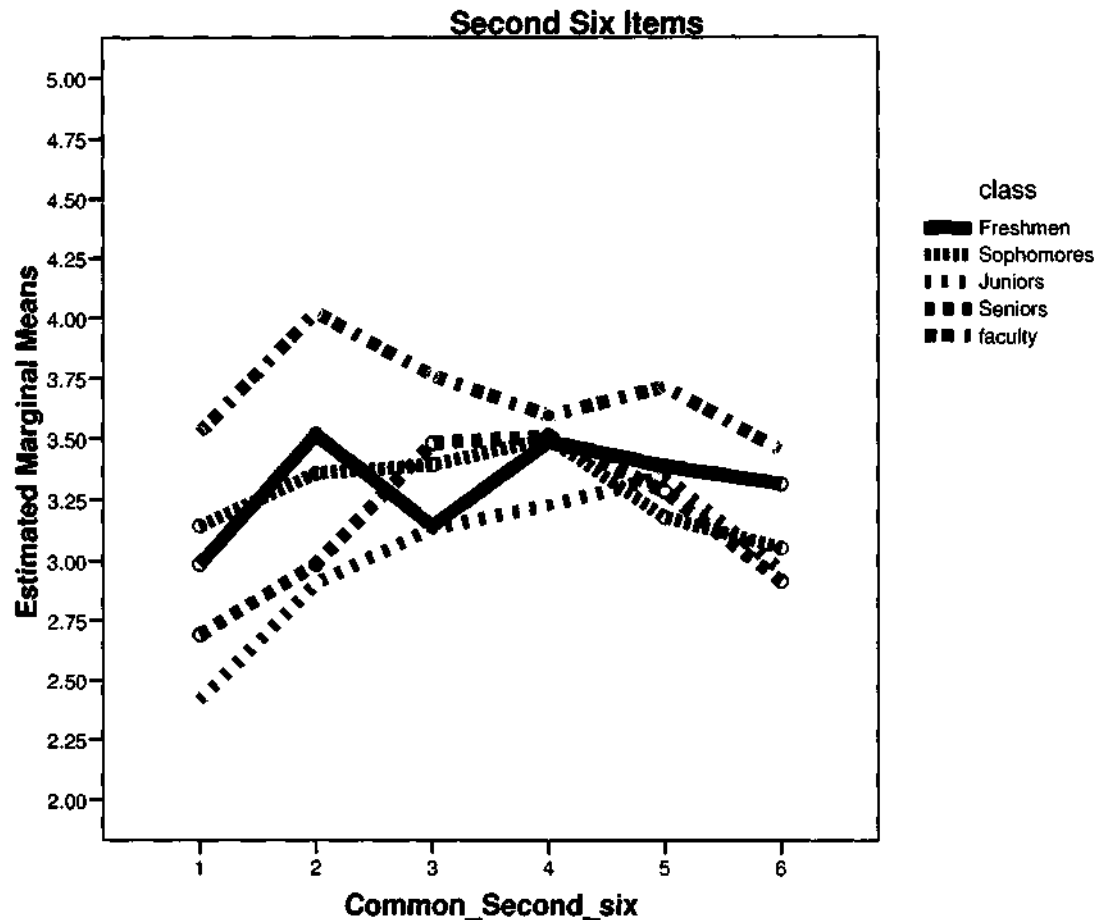
Student and Faculty Responses To Common Items

Items from Questionnaire (Below) are Worded from the Perspective of the Student. Faculty Items were worded somewhat differently. The Items bellow are the common items from both Surveys (Students and Faculty[only those Faculty that teach in the Core])



1. I have become better at evaluating claims based on documentation and logical coherence than I was before taking my core courses.
2. As a result of the core courses I have taken, I can relate material in my discipline to other disciplines.
3. I am more intellectually curious than I was before taking my core courses.
4. As a result of my core courses, I use information technology in research and problem-solving.
5. My mathematical skills have improved as a result of taking my core courses.
6. My writing skills have improved as a result of taking my core courses.

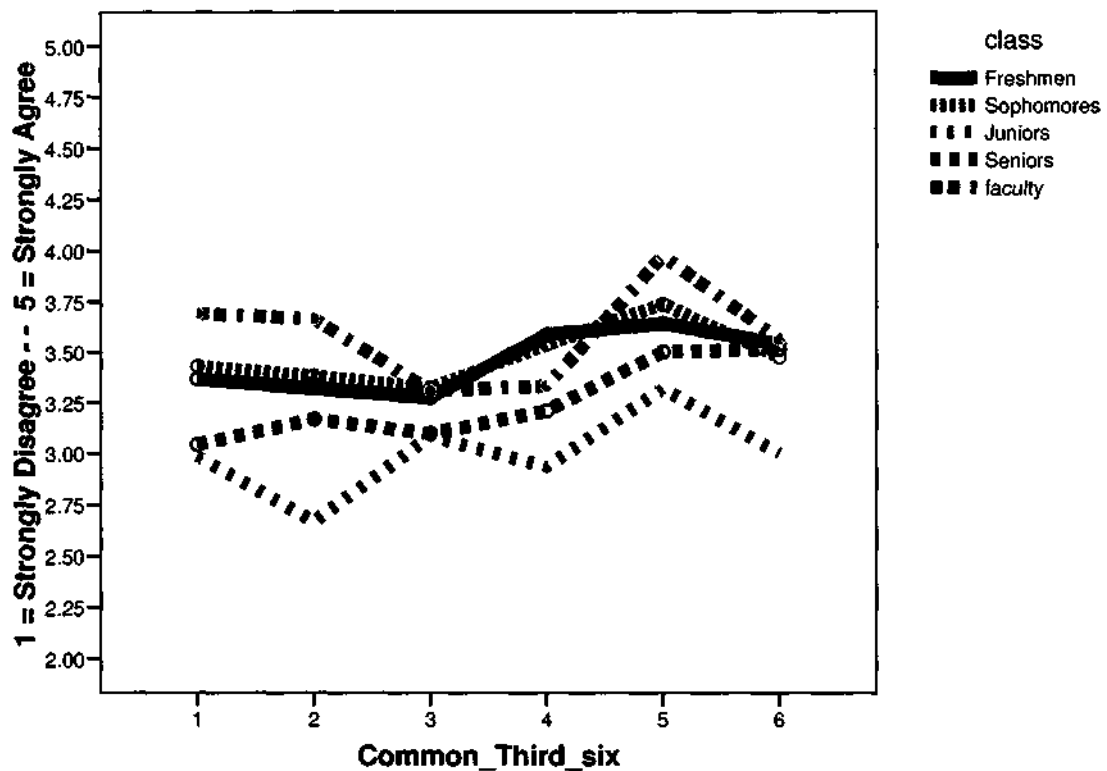
Items from Questionnaire (Below) are Worded from the Perspective of the Student. Faculty Items were worded somewhat differently. The Items bellow are the common items from both Surveys (Students and Faculty[only those Faculty that teach in the Core])



1. My public speaking skills have improved as a result of taking my core courses.
2. My ability to communicate in a language other than my native tongue has improved as a result of taking my core courses.
3. The core has contributed to my understanding of the relation between religious faith and rational argumentation.
4. The core has contributed to my understanding of the Jesuit mission to teach, learn, lead and serve for "the greater glory of God."
5. The core has contributed to my ability to think more deeply about my own religious faith.
6. The core has helped to deepen my sense of solidarity with the disadvantaged in society.

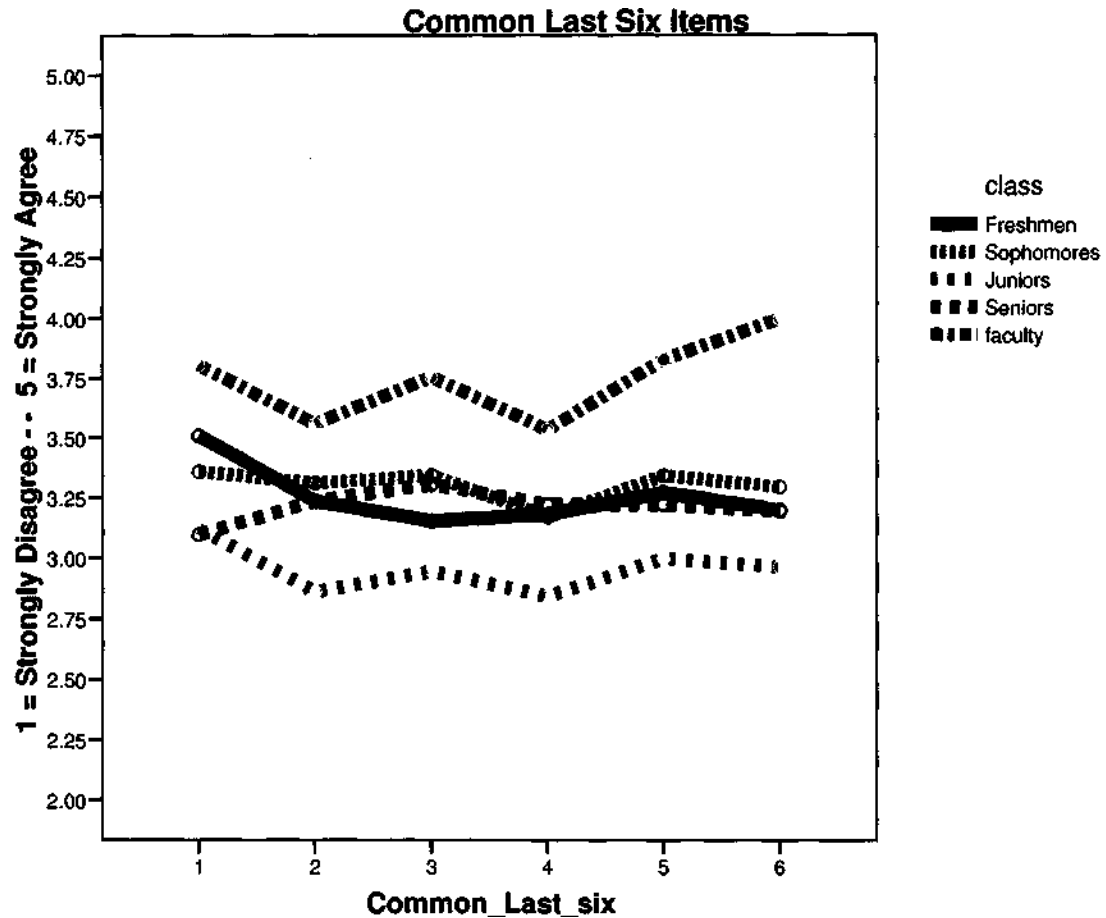
Items from Questionnaire (Below) are Worded from the Perspective of the Student. Faculty Items were worded somewhat differently. The Items bellow are the common items from both Surveys (Students and Faculty[only those Faculty that teach in the Core])

Third Six Items



1. My core courses have contributed to my understanding of what it means to live in a "diverse and changing world".
2. The core has led me to examine critically issues of human rights around the world.
3. The core has led me to an understanding of my strength and capabilities as a leader.
4. The core has led me to develop a willingness to act as an agent for positive change.
5. The core has helped me to develop my ability to work with others.
6. The core has enhanced my awareness of the development of my whole being - mind, body, and spirit

Items from Questionnaire (Below) are Worded from the Perspective of the Student. Faculty Items were worded somewhat differently. The Items bellow are the common items from both Surveys (Students and Faculty[only those Faculty that teach in the Core])

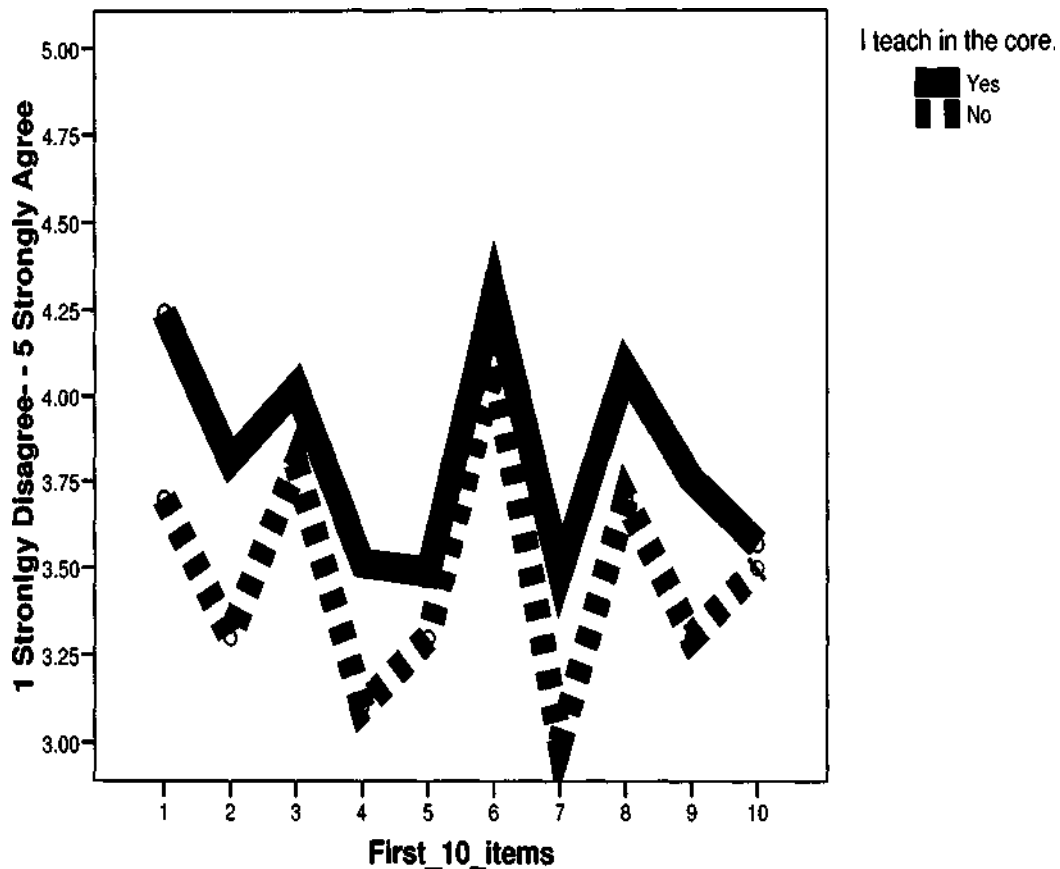


1. The core has aided in my development of a personal understanding of what it means to live a meaningful life.
2. The core has contributed to my appreciation of the beauty of the natural world.
3. The core has contributed to my appreciation of man-made beauty.
4. The core has deepened my understanding of what makes something beautiful.
5. As a result of the core I am more likely to visit an art museum, go to a play, listen to classical music, or watch an art film.
6. As a result of the core I am more likely to read a work of literature.

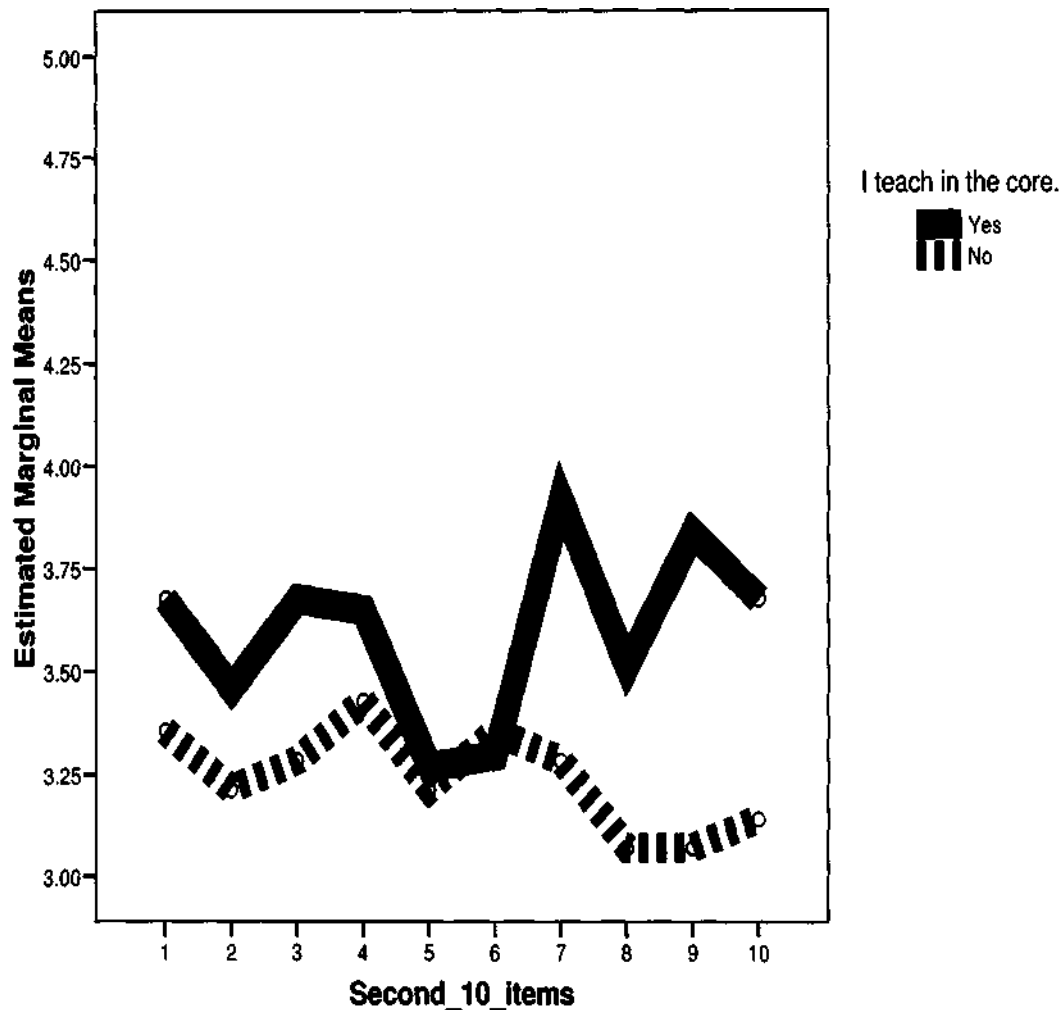
Faculty Responses

**Faculty Survey
by Teach in Core
(all questions-averaged responses)**

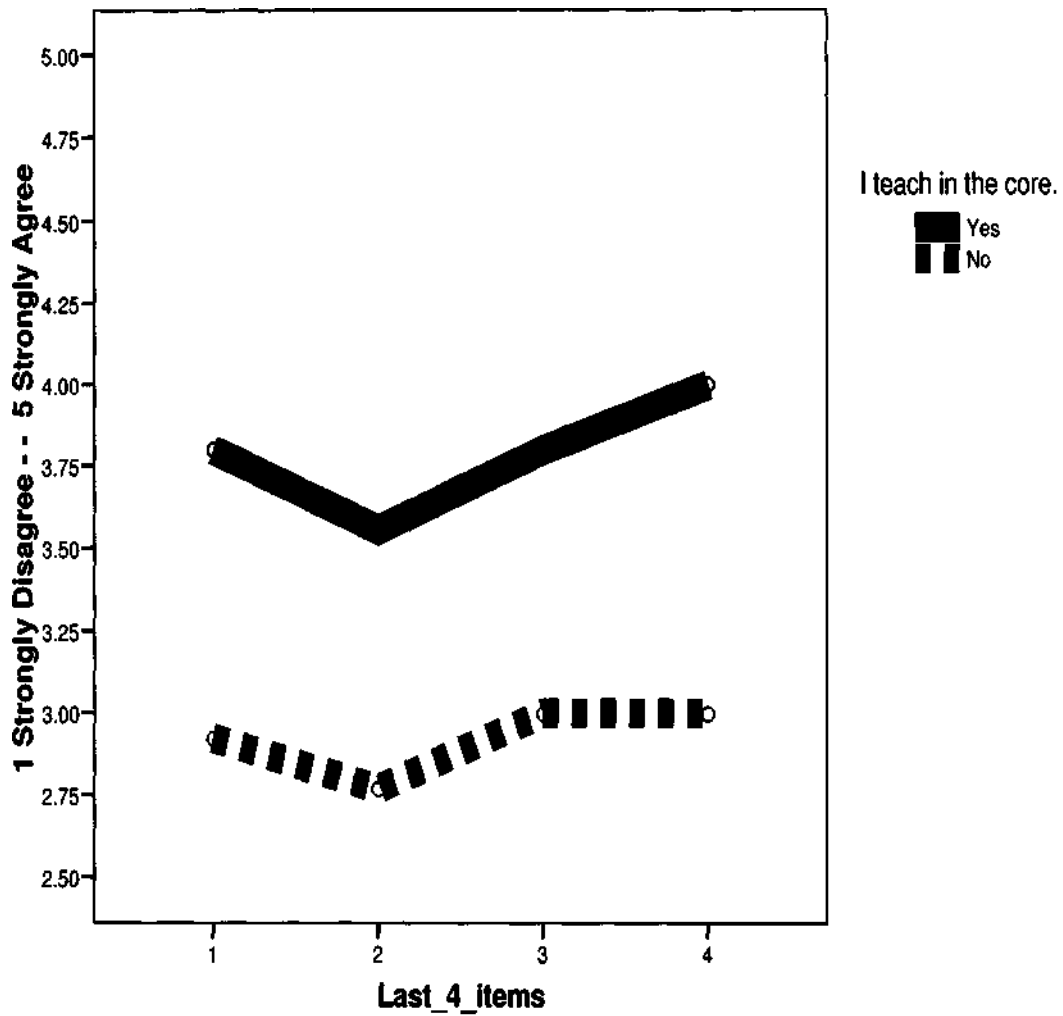
Faculty Survey Results—All 24 Items by Whether Faculty Teach in the CORE or Not.



1. The core helps students become better at evaluating claims based on documentation and logical coherence.
2. The core helps students relate material in different disciplines.
3. The core helps students become more intellectually curious.
4. The core helps students use information technology in research.
5. The core helps students improve their mathematical skills.
6. The core helps students improve their writing skills.
7. The core helps students improve their public speaking skills.
8. The core helps students improve their ability to communicate in a language other than their native tongue.
9. The core helps students understand the relation between religious faith and rational argumentation.
10. The core helps students to understand the Jesuit mission to teach, learn, lead and serve 'for the greater glory of God'.



1. The core helps students to think more deeply about their own religious faith.
2. The core helps students to develop a sense of solidarity with the disadvantaged in society.
3. The core helps students to understand what it means to live in a 'diverse and changing world'.
4. The core helps students to critically examine issues of human rights around the world.
5. The core helps students to understand their strengths and capabilities as a leader.
6. The core helps students to develop a willingness to act as an agent for positive change.
7. The core helps students to develop their ability to work with others.
8. The core helps students to develop their whole being - mind, body, and spirit.
9. The core helps students to develop an understanding of what it means to live a meaningful life.
10. The core helps students to develop an appreciation of the beauty of the natural world.



1. The core helps students to appreciate man-made beauty.
2. The core helps students understand what makes something beautiful.
3. As a result of the core students are more likely to visit an art museum, go to a play, listen to classical music, or watch an art film.
4. As a result of the core students are more likely to read a work of literature.

Faculty Responses

Open Ended

Comment Text	Response Date
1. I haven't taught any core courses, but I think the core is an integral part of the undergraduate education.	Mon, 4/23/07 4:56 PM
2. When so many of our students are disengaged, it is difficult to answer the questions as phrased -- for every student I know for whom "strongly agree" is applicable, there are five others for whom "disagree" or "strongly disagree" is applicable. If the questions were phrased as "for most students", or for a substantial minority", the answers would be clearer.	Mon, 4/23/07 7:46 AM
3. These are actually wonderful questions, which of course I answered from my own perspective of teaching the core.	Mon, 4/23/07 5:24 AM
4. I found items 21 -25 awkward and question how those items are measured.	Wed, 4/18/07 10:57 AM
5. All of my answers are, in a sense, guesses. I strongly agree with each statement - but does it occur with all teachers: that is the question. Moreover, what ought to be and what is often differ.	Tue, 4/17/07 2:03 PM
6. consciously attempt to implement Loyola's learning goals in my core classes, including their spiritual components. But I don't know how many others in my department or other departments do so. Far too much of the core's learning goals depends on the commitment by individual instructors as opposed to their departments' efforts to do so. It is for all practical purposes impossible to implement the Core's learning goals so long as Loyola continues to use a weak chair department model. The two weakest academic links in the current core are Modern Languages and Effective writing. Students realize that they can pass the language core without becoming proficient, indeed without knowing much of the language they took at all. Effective Writing is worthless for preparing students to write for their other classes. At best, students leave Effective Writing with only marginally improved skills.	Tue, 4/17/07 1:06 PM
7. I only teach graduate students and am completely unfamiliar with the Core.	Tue, 4/17/07 12:14 PM
8. Make the number of core courses smaller. Don't we have the largest core on any Jesuit school?	Tue, 4/17/07 11:58 AM
9. I only teach graduate students and have very little knowledge of the core.	Tue, 4/17/07 10:23 AM
10. Most of these questions strike me as outcomes assessments that are manifestly impossible for a faculty member to answer. I suppose, assume, guess that most students who take a math class learn something. A semester pre-test and semester post-test would demonstrate that clearly, but asking someone in the humanities or social sciences to guess whether students learn seems a bit odd.	Tue, 4/17/07 9:41 AM
11. The core should include a course in personal finance - especially one designed around "great books." Ask Dr. Farichild, Chair of the Finance Dept for details.	Tue, 4/17/07 8:12 AM
12. At the risk of stating the obvious, all of the answers depend on who the individual student is and on which particular set of courses they find themselves in.	Tue, 4/17/07 8:10 AM
13. I have responded to most of the survey questions with the neutral response "neither agree nor disagree." I have been compelled to do so for the reason that the questions presume a number of things about the meaning and nature of the core that are not in evidence with respect to faculty or students. The core curriculum is the contemporary vestige of the foundational educational document of the Society of Jesus, the "Ratio Studiorum," that was finalized and published in 1599. The scheme of the "Ratio" was to provide a coherent and integrated education for scholastics as well as lay students. The ultimate aim of Jesuit education was to promote "knowledge and love of God"; and in concert with that aim an	Tue, 4/17/07 6:42 AM

integrated education would encourage students to be agents of Christian transformation who would "leaven the world effectively for the good." In order for the core curriculum to serve the purpose of Jesuit Catholic education, faculty and students alike need to understand the principles of the "Ratio." At the moment, however, the vast majority of the faculty are ignorant of the foundations and purposes of Jesuit education and they are hostile to Catholic education. Even if one were to assign the core curriculum no higher function than assisting in a secular liberal arts education, it must be acknowledged that the core in its present and soon to be revised versions fails to achieve even that task. The cotemporary academy, the locus from which our faculty are drawn, emphasizes the possession of more and more knowledge - or rather information -- about less and less. The educational experience of those who are entrusted to communicate the meaning and nature of the core to students and colleagues is empty of anything that would prepare faculty to contribute adequately to a properly conceived core curriculum or to participate in it fully. When English professors cannot relate Victorian literature to Elizabethan literature and Philosophy professors cannot relate contemporary philosophy to medieval philosophy and History professors locate the origin of Western Civilization roughly at the beginning of the Renaissance (oblivious to what the "rebirth" is "rebirthing") one is left with only faint hope for our faculty affording the souls entrusted to our care a coherent, integrated, Jesuit Catholic education. The core curriculum is being gutted to what now is called "the core of the Core." The core also has been outsourced to satisfy the demands of the international programs office. One wonders what the point is in having the core curriculum at all when the College holds it in such diminishing regard. The focus of a core faculty reflection on the core ought not to be whether we "feel" that "learning aims" are being achieved through the current construction of the core curriculum. The question ought to be whether anyone has a clue what a coherent, integrated education is and why that education is endemic to Jesuit Catholic education. Until that basic question is resolved, surveys, like the one here, are pointless since they proceed from a false premise about core curricula in general and the place of a core curriculum in a Jesuit Catholic college.

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| 14. You can lead a horse to water but that doesn't make it a duck. Translation: It is difficult to know what students take away from their core experience, in my view. | Tue, 4/17/07 12:19 AM |
| 15. Since questions were all worded in same direction, you are at increased risk of a response set in participants' answers. | Tue, 4/10/07 1:44 PM |
| 16. Few of us who teach in the core have a chance to assess the maturation of our students after they have completed the core We have little indication of the impact of the experience. Since we are allowing more courses to be taken off campus we have even less of an idea of the impact of the "experience of the core at Loyola." | Fri, 4/6/07 5:31 AM |
| 17. I have taught only graduate courses and really don't know the core though I know of it. I am sorry to have had to answer don't know to all of the questions. From what little that I know of th core it should help students do all of that which is listed, but I do not know because I teach no undergraduates. Lee Richmond | Tue, 4/3/07 6:14 AM |
| 18. The core helps students grow towards these goals and habits. It does not guarantee that students adopt them in every case. Sometimes progress is only incremental - but it is progress nonetheless. | Sat, 3/31/07 7:27 PM |
| 19. This survey does not to be able to tell very much except whether we think the core is achieving its aims. More interesting would be a discussion of the degree to which the core achieves these aims --I elected agree on most questions but would like to have elected a "weakly agree." Even more interesting would be questions about how to make the core more effective in what it does. This is what we should REALLY be looking at. | Wed, 3/28/07 11:24 AM |

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| 20. The problem with all of these questions is that they leave out one critical variable: the student's motivation. The core has the potential to introduce every student to a whole range of ideas, ways of thinking, etc.-to a real treasure. But even if you have the best teachers and the best readings and the best syllabi, if the student would prefer to watch MTV, the core's potential lies dormant. I'm not suggesting that we don't have a role in motivating our students--we do. But they have to respond--the old saying, "You can lead a horse to water..." is still true. Until the entire campus is oriented both toward encouraging our students to devote the lion's share of their time to studying (including intellectual discussion among themselves) and toward rewarding professors who fight grade inflation (a Duke study has shown that tougher graders get lower evaluations), the potential of the core to transform our students lives--emotionally, spiritually, and intellectually--will not be realized. This is the elephant in the room that too many of our discussions ignore. | Wed, 3/28/07 3:24 AM |
| 21. The core appears to be a disjoint set up of subjects with little effective integration or impact on student lives. | Tue, 3/27/07 11:27 AM |
| 22. "The Core" is difficult to pin down since there is a considerable amount of variety in the core. At least some parts of the core contribute to some of the outcomes listed in the questions. When I answered the questions I was thinking mostly of what my course sets out to accomplish. | Tue, 3/27/07 10:06 AM |
| 23. The core has become too large, with too many vested interests, to effectively change through tweaking. The entire university would do well to take the lead of the Honors program and start completely from scratch with only the agreed-upon goals of the core and an open mind. | Tue, 3/27/07 8:07 AM |
| 24. It is not clear whether I should answer about my own classes or on the basis of my conjectures about what students might be doing in other classes. Also, some of the questions are a bit difficult to handle. For instance, there is this one: "The core helps students understand the relation between religious faith and rational argumentation." What actually is the relationship between faith and reason. I personally do not know the answer to the (implied) question; I doubt many faculty members do know it. It may be that there is no answer. etc. etc. | Tue, 3/27/07 7:42 AM |
| 25. Students come into my upper level classes with almost zero understanding of the Jesuit mission. They seem to learn the most from doing service and other extra-curricular activities. The core does a very good job on philosophy--I get the impression many different courses cover Aquinas, Augustine, Aristotle, sometimes Kant, Hobbes, Nietzsche. | Tue, 3/27/07 7:29 AM |
| 26. As a new faculty member, I have not had enough experience with the core to give much meaningful feedback. | Tue, 3/27/07 7:09 AM |
| 27. I think many of these items are very poorly worded: for example, as a professor, I can't know if "As a result of the core students are more likely to read a work of literature," but I do think that it is designed to help students want to read a work of literature. Will "The core help[] students understand what makes something beautiful"? I don't know--but I think the core is designed to help students understand what makes something beautiful. | Tue, 3/27/07 6:55 AM |
| 28. I marked "don't know" for most because I don't know if this actually happens--I agree that most of the core aims to do these things but whether it is accomplished or not I have no idea beyond my knowledge of our department's work in the core. I answered agree to the last 2 because I know the students do this in courses--however, I don't know if they are inspired to do these things (read, visit a museum) on their own. I know students do a lot of writing across the core so I do think that helps but beyond that, I have no evidence that they take away what we hope they do. | Tue, 3/27/07 6:55 AM |
| 29. I see little tangible evidence of the general aims of the core being manifested in students completing the core and a continuing sense from | Tue, 3/27/07 6:42 AM |

students that they see the core as a burden, an obstacle, or a penance.

30. I believe the Core helps the students develop as "life time" learners. The intellectual curiosity created as a result of taking courses you may not have otherwise taken is a very valuable experience. Tue, 3/27/07 6:37 AM

31. #18 should be reworded so as to avoid a problem of agreement-"leaders," not "leader." I do not believe we can make students more religious or cause them to conform to a particular political idea about diversity, so I answered "don't know" for many questions that have to do with what students take away from the core. I know something about what skills and ideas students are exposed to in the core. I know very little about how it affects them-except insofar as I have anecdotal evidence from a relatively small number of students whom I know well. My gut reaction is that faculty who presume to know much more than I about this than I—for good or for ill-have little more evidence than I do. Tue, 3/27/07 6:32 AM

32. Difficult to answer some questions. I suspect much of the faculty does their own thing not paying much attention to the larger aims. I think this needs attention. Too much attention to tenure as I do not have to, rather than protection for ideas. Once you apply and are hired, you hear no more in your department about Jesuit Mission except occasional perfunctory references. Tue, 3/27/07 6:27 AM

APPENDIX I

CORE RELATED SURVEY QUESTIONS

2005 New Student Survey (administered to incoming first-year students during summer orientation)

To what extent do you agree with the statement, "My life is affected by the problems (injustices) that exist in society."

	Frequency	Percent
Strongly Agree	131	16%
Somewhat Agree	453	55%
Somewhat Disagree	186	23%
Strongly Disagree	49	6%

**The core curriculum is comprised of liberal arts courses that serve as the foundation of a Loyola degree.
I expect the core curriculum primarily to:**

	Frequency	Percent
Assist me in becoming a well-rounded person	455	56%
Provide a foundation for my major course of study	195	24%
Encourage me to explore new areas of study	133	16%
I don't know enough about the core to know its impact	36	4%

Which of the following programs, sponsored by Campus Ministry, would you most likely participate in during the upcoming year?

	Frequency	Percent
Sunday mass or worship service	292	36%
Retreat	120	15%
Choir or liturgical ministry	29	4%
More than one of the above	125	15%
None of the above	250	31%

How important is Loyola's Jesuit mission to you as a student?

	Frequency	Percent
Very important	207	25%
Somewhat important	433	53%
Not at all important	174	21%

Listed below are several characteristics of a Jesuit education. Please rate them with respect to the degree of relevance to your educational experience at Loyola College.

Adherence to a quality liberal arts curriculum

	Frequency	Percent
Totally irrelevant	24	3%
Somewhat irrelevant	67	8%
Somewhat relevant	384	47%
Very relevant	327	40%
Not applicable	14	2%

Affiliation with the Catholic religious tradition

	Frequency	Percent
Totally irrelevant	89	11%
Somewhat irrelevant	136	17%
Somewhat relevant	291	36%
Very relevant	263	32%
Not applicable	36	4%

A faith commitment to service and social justice (educating students to be men and women for others)

	Frequency	Percent
Totally irrelevant	41	5%
Somewhat irrelevant	76	9%
Somewhat relevant	351	43%
Very relevant	330	40%
Not applicable	18	2%

Educating the whole person- mind, body, and spirit (cura personalis)

	Frequency	Percent
Totally irrelevant	30	4%
Somewhat irrelevant	48	6%
Somewhat relevant	250	31%
Very relevant	472	58%
Not applicable	8	1%

Use of spiritual traditions of reflection and discernment (the Examen- practices of prayerful and prudent decision making)

	Frequency	Percent
Totally irrelevant	44	6%
Somewhat irrelevant	153	19%
Somewhat relevant	399	50%
Very relevant	175	22%
Not applicable	26	3%

APPENDIX J

**ONGOING CORE
REVIEW**

Appendix J

ONGOING CORE REVIEW: A PROPOSED FRAMEWORK

In the fall 2004, the Academic Senate charged the Core Review Committee to "[d]evelop a procedure and plan" for ongoing review of the core: "Ongoing review (recommended by Loyola's 1999 Self-Study and the Middle States Review Team)¹ should include review of specific courses in the core, including their coherence with the core learning aims they were intended to achieve and the overall purpose and learning aims of the core, evaluation of whether the courses are achieving those learning aims and plans for improving the achievement of those learning aims."

- I. How well is the core currently reviewed?
- II. How can we improve our current practices?

I. How well is the core currently reviewed?

The Core is currently reviewed (1) by individual departments who teach in the core when they engage in Program Review every seven or so years as well as when they engage in the ongoing program review that follows up on their periodic Program Review, (2) by the Undergraduate Curriculum Committee (UCC) which occasionally reviews "changes in Core courses, requirements, or prerequisites" (By Laws, p.), and (3) by Periodic Review Committees every decade or so, membership and agenda determined by the joint effort of the President and the Academic Senate. (4) Core review has also played a role in our recent reports to and visitations by Middle States - both our ten year visit (due once again in 2010) and our five year interviews. 2 (1) and (2) are the main instruments of "ongoing core review". (3) and (4) are the main instruments of "periodic core review".

What are the advantages and disadvantages of this four layered structure for carrying out the charge above from the Academic Senate? (1) Departmental review of core offerings through periodic and ongoing program review seems to be a good way for departments to review their core aims and how well they are achieving those aims as well as develop plans for improving student learning. Such departmental review, rightly done, embeds core review in the local communities (departments) most responsible for teaching and learning in the core. However, if all we had was departmental review of the core, there

¹The parenthesis in the text may refer to the recommendation of the last Curriculum Committee (endorsed by the Middle States Review Team in 1999) that "review of the Core curriculum would best proceed in an ongoing rather than a sporadic manner" (1990 - 1992 Core Curriculum Committee Report, p. 3; 1999 Review Team Report, III, p. 5).

² Some might add a fifth layer of core review as individual faculty and Chairs evaluate the student learning in core sections when faculty evaluate their sections at the end of each semester (and on their Annual Update) and as Chairs write annual review letters. Little doubt these are crucial activities in evaluating student learning in the core. However, this document deals with core courses taught by departments, not sections of core courses taught by individual faculty.

would be no clear way for the faculty as a whole to have a common conversation about "the shared foundation in the liberal arts" that forms "a common bond for students" in different majors (Core Curriculum Purposes, paragraph 3).. Further, if "the faculty as a whole determines the aims and assessment measures of the core since the aims of the core are to provide an integrated education for all Loyola students,"³ the "faculty as a whole" should have a voice in determining the shape of the core.

Hence it makes sense that (1) departmental review is complemented (as it currently is) by (2) the UCC's review of changes to the core. The UCC speaks not only for the divisions by whom its members are elected but for the whole faculty. On an other hand, it is not clear what the relationship is between (1) changes departments may constantly make in Core courses and requirements and (2) the work of the UCC on "changes" to the Core. The "changes" the UCC is authorized to review are relatively unspecified. Even further, the UCC is not authorized to engage in the "ongoing review" of aims, measures, and improvements the Senate has proposed is needed. The current charge to the UCC may, in fact, discourage departments from making (or admitting?) changes lest they have to be justified to a committee that is not as closely related to the department's subject matter and students as the faculty in the department are.

It is also not clear what the relationship is between (1) the work of departmental program review, (2) the work of the UCC, and (3) Periodic Core Review. One result is that Periodic Core Review Committees do not have clear agenda that takes advantage of the ongoing reviews that go on in the UCC and in departments. This was surely at least one of the reasons why the 1992 Periodic Core Review Committee recommended "ongoing" rather than "sporadic" core review - and why (4) Middle States agreed with this recommendation. ⁴

II. How can we improve our current practices?

If we assume that each of these levels of ongoing and periodic review can be helpful, we need to ask how they can be improved. As the Core Review Committee talked among themselves, with the Undergraduate Curriculum Committee, and with other colleagues, we encountered two major worries about improving our current practices for ongoing core review. First, how can the Undergraduate Curriculum Committee help "the faculty as a whole to have a common conversation about 'the shared foundation in the liberal arts'" while maintaining respect for the diverse expertise different faculty in different disciplines bring to the core curriculum? For example, how can non-philosophers or non-mathematicians "review" the philosophy or mathematical sciences core aims? Second, how can ongoing core review be accomplished in a way that makes wise use of faculty and staff time? Departmental program reviews consume faculty and staff time. Periodic changes to the curriculum are already consuming the time of the Undergraduate Curriculum Committee. (How) can the time spent on ongoing core review be

³ Study Abroad and the Core, p. 2 (received and approved by the Academic Senate 7 November 2006)

⁴ See the recommendation of the last Curriculum Committee (endorsed by the Middle States Review Team in 1999) that "review of the Core curriculum would best proceed in an ongoing rather than a sporadic manner" (1990 - 1992 Core Curriculum Committee Report, p. 3; 1999 Review Team Report, III, p. 5).

proportioned to how such review will help student and faculty core learning? While we do not have complete answers to these questions, we do think we have a framework that will help us answer them.

CORE VALUES AND GENERAL PRINCIPLES

The Academic Senate charged the Core Review Committee with cultivating "a campus-wide conversation about the core curriculum". Ongoing review of the core should have as one of its aims an ongoing campus-wide conversation about the core. Ongoing core review is thus not an end in itself. Instead, it serves our larger ends as an academic community. This means that ongoing core review should keep in mind the College's Core Values as well as the General Principles for assessment the Senate has approved. For example, Core Values relevant to the task of ongoing core review would include integrity and honesty about the curriculum's strengths and weaknesses, in the service of a community that encourages "open sharing of ideas and values", "ready to put a good interpretation than a negative one on each other's words, actions, and intentions," cultivating practices where "argument or difference of opinion can be accommodated without compromising mutual respect". The Undergraduate Curriculum Committee should consider whether these dispositions and virtues need supplementing, but ongoing core review must be conducted in the "spirit" of the Core Values. The "Loyola College Plan for Assessment and Continuous Improvement" (9 November 2004) includes "General Principles" relevant to core review: fostering "profound and truly important learning ... not a trivial checklist", focusing on "courses" not "sections" of courses offered by individual faculty,⁵ offering time for communication and collective reflection, avoiding "the temptation of a quick fix" for problems, etc. The Undergraduate Curriculum Committee should consider whether these general principles need supplementing.

The Undergraduate Curriculum Committee should re-write its by-laws to include the most relevant of these Core Values and General Principles to set a context for the conversation over the core curriculum ongoing core review seeks to promote. The UCC may also wish to supplement these principles.

B. THE PRACTICE OF "REVIEWING"

The Senate-approved charge to the Core Review Committee says that ongoing core review Committee work would review core courses, "including their coherence with the core learning aims they were intended to achieve and the overall purpose and learning aims of the core, evaluation of whether the courses are achieving those learning aims and plans for improving the achievement of those learning aims".

1. The Program Review Guidelines ask departments about their core aims, how well departments are achieving those aims, and plans for improving their achievement. Departments with core courses would turn in their responses to the Program Review

⁵ We assume that Chairs and departments evaluate how well individual sections cohere with Department goals during annual review, tenure, and promotion.

questions pertinent to their core curriculum offerings to the Undergraduate Curriculum Committee, suitably revised to reflect developments in the Department since their program review.

2. How would the Undergraduate Curriculum Committee "review" a department's submissions?

a. With regard to course aims, the UCC would focus on reviewing coherence of (i) the learning aims of specific core courses with (ii) the overall aims of the core and the Undergraduate Educational Aims as well as the relevant divisional aims (natural science, social science, or humanities). On (i), individual departments (as reviewed by outside reviewers in their program review) would determine departmental learning aims; the Committee would only evaluate how well those aims cohere with the Senate-approved core aims. On (ii), the UCC could not change any of the overall aims of the core without approval of the Academic Senate; changes in aims would ordinarily be reserved for Periodic Review of the Core.

b. With regard to how well the courses are achieving such student learning aims, the Committee would review the Department's selection from the multiple means of assessment as well as what these means show about how well the courses are achieving their aims. The selection of specific texts and tests and pedagogical practices for achieving approved learning aims is the responsibility of Departments. Although the UCC has responsibility for reviewing how well a Department's means or assessment measures achieve the approved learning aims, the UCC does NOT approve specific texts, tests, or pedagogical practices.

c. With regard to how well the Department is continuing to work with students on achieving those aims, the Committee will review what the Department has done as well as its plans for the future.

3. How would the Undergraduate Curriculum Committee express its judgments?

a. The Committee could "review" 2. a - c in varying degrees (e.g., confirming, confirming with reservations, not confirming). Reasons would be provided for any non-confirmations or reservations - and Departments would be given an opportunity to respond (including make changes). The conversation between UCC and departments should initially take place informally and orally, although the UCC should ultimately write out its evaluation and the department should respond in writing. The Undergraduate Curriculum Committee could approve the submitted courses (along with the plans for ongoing review of those courses in the department) for a two, five, or seven year period. Or the Committee could determine that one or more of a Department's submitted core courses do not adequately meet the aims of the core. However, it is not within the purview of the Ongoing Core Review Committee to add or remove courses from the Core. The Periodic Core Review Committee (not the Ongoing Core Review Committee) proposes the addition or subtraction of courses from the core. But a record of not meeting the expectations of the Undergraduate Curriculum Committee could lead

to the Periodic Core Review Committee to propose that the Senate add or subtract a core course.

e. Departments could appeal the Committee's judgments to the Dean (who would be given an opportunity to settle any disputes) or, if necessary, the Senate.

A CALENDAR FOR REVIEWING

December 2007. The Core Review Committee gives its report to the Senate and the President. Reflective conversation and debate occur into the spring 2008.

Spring 2008. The Senate recommends a process of ongoing review of the core to the President.

Fall 2008 and spring 2009. The Undergraduate Curriculum Committee revises its by-laws to take account of its new responsibilities and develops a calendar for ongoing review. Since the UCC is an elected Committee, the by-laws do not require the approval of the Senate - although a majority of the Senate could vote to do so.

Fall 2009 and spring 2010. Presuming that there is going to be natural science and mathematical sciences requirements, the Ongoing Core Review Committee discusses with the Chairs of the Natural Sciences and Mathematical Sciences the process to be used in reviewing natural science Core Courses (Sept - Oct)), and reviews all mathematical and natural science core courses (Oct - Feb).

fall 2010 - spring 2011. The Ongoing Core Review Committee discusses with the Chairs of the Social Sciences the process to be used in reviewing natural science Core Courses (March) and begins reviewing all social science core courses (April), reporting the results to the Senate in the fall 2009.

fall 2011 - spring 2013. The Ongoing Core Curriculum Review Committee discusses with the Chairs of the Humanities the process to be used in reviewing Humanities courses, develops a calendar for approving any Humanities core courses (Classics, English, Fine Arts, History, Modern Languages, Philosophy, Theology, and Writing), and reviews those courses - reporting the results to the Senate.

fall 2013 - spring 2014. The Core Review Committee begins reviewing core-related programs as needed (e.g., Alpha and Honors)

Fall 2014. The Ongoing Core Review Committee reviews the five year process, and reports what has been accomplished and remains to be done to the Senate. The Senate modifies the process of ongoing core review as needed. The President of the College and

the Chair of the Senate begin discussions about the timing and charge of the next periodic review of the Core. A new Core Review Committee could begin its work as early as fall 2015 (eleven years after the current Core Review Committee began its work) - or later.

