

ICU Liberal Learning Assessment

AALE Department Survey

May 2005

The AALE Self Study Committee has been working to procure information for ICU's accreditation application with the *American Association of Liberal Education (AALE)*. Faculty members are our primary source of information, providing us with a realistic assessment of the actual performance of our liberal arts education. Therefore, we ask each academic unit or department to help us by filling out this survey. Thank you for your willingness and cooperation.

M. William Steele,
Dean, College of Liberal Arts

Instructions: We ask all Curriculum Coordinators and Directors of ELP and JLP to canvass the comments and responses of the faculty members within their unit or department and answer the following questions related to student learning: (a) effective reasoning, (b) broad and deep learning, and (c) the inclination to inquire. Where there is a 10-point scale, please indicate to what extent each AALE criterion is achieved or satisfied with 1 being "least satisfactory," and 10, "completely satisfactory." Make sure to canvass all departmental or unit faculty members before completing the survey. If any of the items are not applicable to a particular department or unit, please write N/A and explain.

Survey Submission Format: Because we will use this survey as part of our final report, we ask all departments or units to complete the survey and send it to the CLA Dean's Office (dean@icu.ac.jp) as an electronic text file. Use the question numbers below when responding. If there are minority opinions to any of these questions, please write them down. In other words, you do not need to come up with one agreed-upon answer to any of these questions. **DUE: June 3, 2005**

(A) Please tell us your department or unit at ICU by using the following list (Use one number (from 1 –29) that corresponds to your department or unit.)

Humanities Division

- | | | | |
|------------------------|---------------|----------|--------------------------|
| 1. Art and Archaeology | 2. Literature | 3. Music | 4. Philosophy and Ethics |
| 5. Religion | | | |

Social Sciences

- | | | |
|--|------------------|----------------------|
| 6. Economics and Business Administration | 7. History | 8. Political Science |
| 9. Sociology | 10. Anthropology | |

Natural Sciences

- | | | | | |
|-------------|---------------|-------------------------|-----------------|-------------|
| 11. Biology | 12. Chemistry | 13. Information Science | 14. Mathematics | 15. Physics |
|-------------|---------------|-------------------------|-----------------|-------------|

Languages

- | | | | |
|-------------|------------|--------------|--------------------------------|
| 16. English | 17. French | 18. Japanese | 19. Elective Foreign Languages |
|-------------|------------|--------------|--------------------------------|

Education

- | | | |
|---------------|----------------|--|
| 20. Education | 21. Psychology | 22. Educational Technology and Communication |
|---------------|----------------|--|

International Studies

- | | |
|---|---|
| 23. International Relations | 24. International Economics and International Business Administration |
| 25. International Communication and Linguistics | 26. Comparative Society and Culture |

College of Liberal Arts

- | | | |
|-----------------------------------|---------|---------|
| 27. Health and Physical Education | 28. ELP | 29. JLP |
|-----------------------------------|---------|---------|

(B) What is the name of the person who is responsible for filling out this survey? Also, provide the person's e-mail address and phone number. We would like to contact the person, should there be any clarification on some of the items.

EFFECTIVE REASONING

AALE Definition: An education in the liberal arts always seeks to develop students' abilities to recognize and to think clearly about important issues and questions. The ability to reason effectively includes certain foundational skills or abilities (e.g., fluency in reading, writing, and oral communication, mastery of the basic principles of logical, mathematical, and scientific reasoning), as well as higher-order capacities for formulating, analyzing, integrating, and applying arguments and information.

Curriculum

1. Is the curriculum designed to encourage and foster *effective reasoning* across the areas of fundamental skills and knowledge (e.g., fluency in reading, writing, and oral communication and mastery of the basic principles of logical, mathematical, and scientific reasoning)? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

2. Do program and course descriptions, syllabi, and study guides consistently frame the development of students' *reasoning abilities* as your department's principal objectives? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

3. Are course readings and requirements, especially in those courses that form part of an institution's core or general education, systematically designed to foster the development of these abilities? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

4. Is the curriculum designed to ensure that students attain and demonstrate the necessary foundational abilities in *effective reasoning* - fluency in reading, writing, and oral communication - during their first year of coursework? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

5. How are your programs and courses monitored and evaluated for their success in developing students' ability to reason effectively? Write any specific opinions and/or minority opinions.

Teaching

6. What pedagogical methods and practices do your faculty regularly employ to encourage and enable their students to develop the ability to reason effectively? Write any specific opinions and/or minority opinions.
7. What institutional, collegial, or departmental procedures are in place to monitor, evaluate, and improve the effectiveness of teaching in developing students' ability to reason effectively? Write any specific opinions and/or minority opinions.

Learning

8. What institutional or curricular policies and procedures are in place for monitoring and documenting student progress in the various elements of effective reasoning? Write any specific opinions and/or minority opinions.
9. How are standards formulated for gauging student achievement in effective reasoning? Write any specific opinions and/or minority opinions.
10. How are students apprised of these standards, of their progress in meeting them, and of the steps they

might take to enhance their progress or redress deficiencies? Write any specific opinions and/or minority opinions.

11. How is evidence of student achievement archived and made available to outside evaluators, potential employers, or graduate admissions offices? Write any specific opinions and/or minority opinions.

Student Life

12. What institutional resources or policies are in place for encouraging and assisting activities beyond the classroom (student-led publications, conferences, performances, special interest organizations, etc.) that are likely or expressly designed to help students develop and demonstrate their ability to reason effectively? Write any specific opinions and/or minority opinions.

Broad and Deep Learning

AALE Definition: A liberally educated person should possess a rich fund of meaningful knowledge, as well as the ability to compare and integrate new and diverse areas of knowledge in fruitful ways. An institution's general education curriculum should impart a broad foundational knowledge of the various liberal arts and sciences. In most cases, students will also experience the depth of learning that comes from a sustained, progressive exploration of the distinct modes of inquiry belonging to one or more of the major disciplines. Through such studies or their equivalents, students acquire the ability to relate disparate areas of the arts and sciences to one another, as well as to integrate knowledge gained across different fields of study.

Curriculum

13. Is your department's curriculum designed to encourage and foster the ability to relate and integrate the knowledge and methods of study and analysis gained in its different parts? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

14. Are courses and programs in your department designed to facilitate comparative or cooperative projects between different areas of learning, e.g., between the sciences and humanities? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

15. Does your department's curriculum feature interdisciplinary or cross disciplinary courses, programs, or requirements (e.g. capstone courses, independent study) which encourage students to explore the ways that materials and methods from various disciplines can be related, compared, or integrated with one another? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

16. How are your department's programs and courses monitored and evaluated for their success in developing students' breadth and depth of learning? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

Teaching

17. Do faculty from different disciplines or with different areas of knowledge cooperate in ways that exemplify fruitful relations that are possible between specialists in disparate fields of learning? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

18. Does the faculty effectively encourage and enable students to relate, compare, and integrate knowledge across different disciplines or areas of study, or between general education and major field courses and programs? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

Learning

19. What institutional or curricular policies and procedures are in place for developing, monitoring, and documenting the depth and breadth of student learning? Write any specific opinions and/or minority opinions.
20. What are the standards for gauging student achievement in relating, comparing, and integrating knowledge across different areas and fields of study? Write any specific opinions and/or minority opinions.
21. How are students apprised of these standards, their progress in meeting them, and the steps they can take to enhance their progress or redress deficiencies? Write any specific opinions and/or minority opinions.
22. How is evidence of student achievement made available to outside evaluators, potential employers, or graduate admissions offices? Write any specific opinions and/or minority opinions.

Student Life

23. What institutional resources or policies are in place for encouraging and assisting activities beyond the classroom (student-led publications, conferences, performances, special interest organizations, etc.) that are likely or expressly designed to develop students' ability to relate, compare, and integrate in meaningful ways the knowledge gained through their coursework or by other means (service learning programs, study abroad, internships, etc.)? Write any specific opinions and/or minority opinions.

The Inclination to Inquire

AALE Definition: An education in the liberal arts and sciences is more than the mere accumulation of knowledge and skills. It fosters the student's desire for seeking out and acquiring important knowledge and skills, both for their own sake and for the good they contribute to our common and individual lives. For this reason, a disposition for asking incisive and insightful questions and for pursuing enriching and useful knowledge and skills is perhaps the surest sign of a liberally educated mind.

Curriculum

24. Is your department's curriculum designed to encourage and foster individual and cooperative inquiry? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

25. Are courses and programs in your department designed to help students learn to become active inquirers and participants in the search for knowledge, rather than passive consumers of information? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

26. Are institutional resources and curricular offerings (both in general education and major programs) sufficient to allow students to pursue their intellectual inquiries in intellectually cogent and significant ways (e.g., through independent study or research projects)? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

27. How are programs and courses monitored and evaluated for their success in developing students' inclination to inquire? Write any specific opinions and/or minority opinions.

Teaching

28. Does the faculty regularly use teaching methods and styles designed or likely to encourage students' intellectual inquisitiveness and independence? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

29. Do teachers exemplify for their students the challenges and rewards of a life motivated by the love of inquiry for its own sake and for the good it contributes to self and society? Write any specific opinions and/or minority opinions.

1 2 3 4 5 6 7 8 9 10

30. What institutional or collegial procedures are in place to monitor, evaluate, and improve the effectiveness of teaching in developing an inclination to inquire in students? Write any specific opinions and/or minority opinions.

Learning

31. What institutional or curricular policies and procedures are in place for monitoring and documenting students' intellectual enterprise? Write any specific opinions and/or minority opinions.

32. How are standards formulated for gauging student achievement in this area? Write any specific opinions and/or minority opinions.

33. How are students apprised of these standards, their progress in meeting them, and the steps they might take to enhance their progress or redress deficiencies? Write any specific opinions and/or minority opinions.

34. How are students encouraged or enabled to engage in frank intellectual self-assessment? Write any specific opinions and/or minority opinions.

35. How are the results of these self-assessments used to frame new intellectual pursuits and challenges for students? Write any specific opinions and/or minority opinions.

36. How is evidence of student achievement archived and made available to outside evaluators, potential employers, or graduate admissions offices? Write any specific opinions and/or minority opinions.

Student Life

37. Do student and alumni surveys, if any, indicate that their educational experience has enabled or encouraged them to extend their pursuits of meaningful knowledge and skills beyond the classroom or the university? Write any specific opinions and/or minority opinions.

38. What institutional resources or policies are in place for encouraging and assisting activities beyond the classroom (student-led publications, conferences, performances, special interest organizations, etc.) that are expressly designed to develop thoughtful and inquisitive dispositions? Write any specific opinions and/or minority opinions.

Thank you very much for your cooperation.