

**Building General Education with An  
Organic, Multi-Method Model of  
Assessment**

**Belmont University's  
BELL Core Model**

ANAC Summer Institute

June 14, 2007    Elon University



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**Institutional Profile**

- Comprehensive, Master's I
- ~ 4,500 students, 3,600 undergraduates
- 2/3 undergraduates in professional programs
- Selective



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**Institutional Vision and Mission**

- Student-centered teaching institution
- Integration of liberal and professional learning
- Christian community/service
- "Engage and transform the world"



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**BELL Core**  
**The Belmont Experience: Learning for Life**

- First Year Seminar
- Linked Cohort Courses
- Junior Cornerstone Seminar
- Senior Capstone Seminar



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**BELL Core**  
**The Belmont Experience: Learning for Life**

- Global Studies x 4
- Experiential Learning x 2 (different categories)
  - Undergraduate Research
  - Community-Based Research
  - Service Learning
  - Study Abroad
  - Internships, Clinicals, and Practica
  - Senior Recital, Exhibits, or Major Performances
- Human Experience – Arts and Sciences courses



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**BELL Core Learning Goals**

- Seeks to help students develop sophisticated rhetorical skills, with particular emphasis on written and oral language
- Seeks to help students develop sophisticated critical thinking skills



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### BELL Core Learning Goals

- Seeks to help students develop an understanding and enriched appreciation of the arts, humanities, religion, social sciences, and natural sciences
- Seeks to help students develop an understanding of the complex nature of the world and become responsibly engaged with that larger whole



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### Key Assessment Questions

- Are Belmont students improving in the areas of critical thinking and problem-solving?
- Are Belmont students improving in argumentative and persuasive writing abilities?
- Does the BELL Core support a broad-based intellectual and academic climate at Belmont?
- To what degree does the BELL Core cultivate a propensity for life-long learning?



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Assessment Timeline	Survey/Test Data
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|-----------------------------|---|
| ■ AY 2005-6                 | ■ AY 2006-7                               |
| CIRP (Freshmen)             | CIRP (Freshmen)                           |
| NSSE (Freshmen and Seniors) | NSSE (Freshmen and Seniors)               |
| CLA (Freshmen and Seniors)  | CLA (2 <sup>nd</sup> Semester Sophomores) |
| Exit Survey (Seniors)       | Exit Survey (Seniors)                     |



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Assessment Timeline	Survey/Test Data
■ AY 2007-8	■ AY 2008-9
CIRP (Freshmen)	CIRP (Freshmen)
NSSE (Freshmen and Seniors)	NSSE (Freshmen and Seniors)
Exit Survey (Seniors)	CLA (Seniors)
	Exit Survey (Seniors)




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Assessment Timeline Embedded Data	
■ AY 2005-6	■ AY 2006-7
First-Year Writing Diagnostic Paper	FYW Diagnostic Paper
First-Year Seminar Argumentative Paper	FYS Argumentative Paper
Junior-Year Argumentative Paper (REL)	Third-Year Argumentative Paper




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Assessment Timetable Embedded Data	
■ AY 2007-8	■ AY 2008-9
First-Year Writing Diagnostic Paper	FYW Diagnostic Paper
First-Year Seminar Argumentative Paper	FYS Argumentative Paper
Third-Year Argumentative Paper (REL)	Third-Year Argumentative Paper (REL)
Senior Capstone Reflective Essay	Senior Capstone Reflective Essay




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### Other Assessment Areas

- Speech
  
- Quantitative literacy
  
- Civic engagement and service



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### Presenters and Additional Information

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