

Is it working?

Assessing Integrative Thinking

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Office of Planning and Assessment

2018 General Education Integrative Studies Symposium

Monday, May 21st



Session Plan

1. Introduction to General Education assessment
2. Learning Outcomes Assessment - a review
3. Expectations/process for assessing integrative thinking



Why assess General Education?



Faculty Senate Standing Committee on General Education Assessment



What are the objectives of General Education?

Meet General Education learning objectives

Value breadth provided by General Education

Broaden thinking, perspectives, and interests

Why are we assessing integrative thinking?



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- **using the resulting information to understand and improve student learning.”**

Suskie, L. (2009) *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass.

Two approaches to assessment

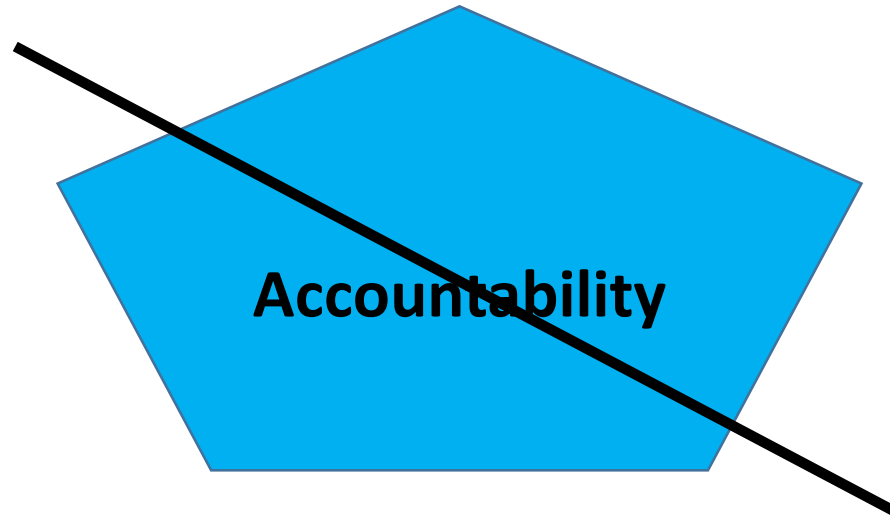


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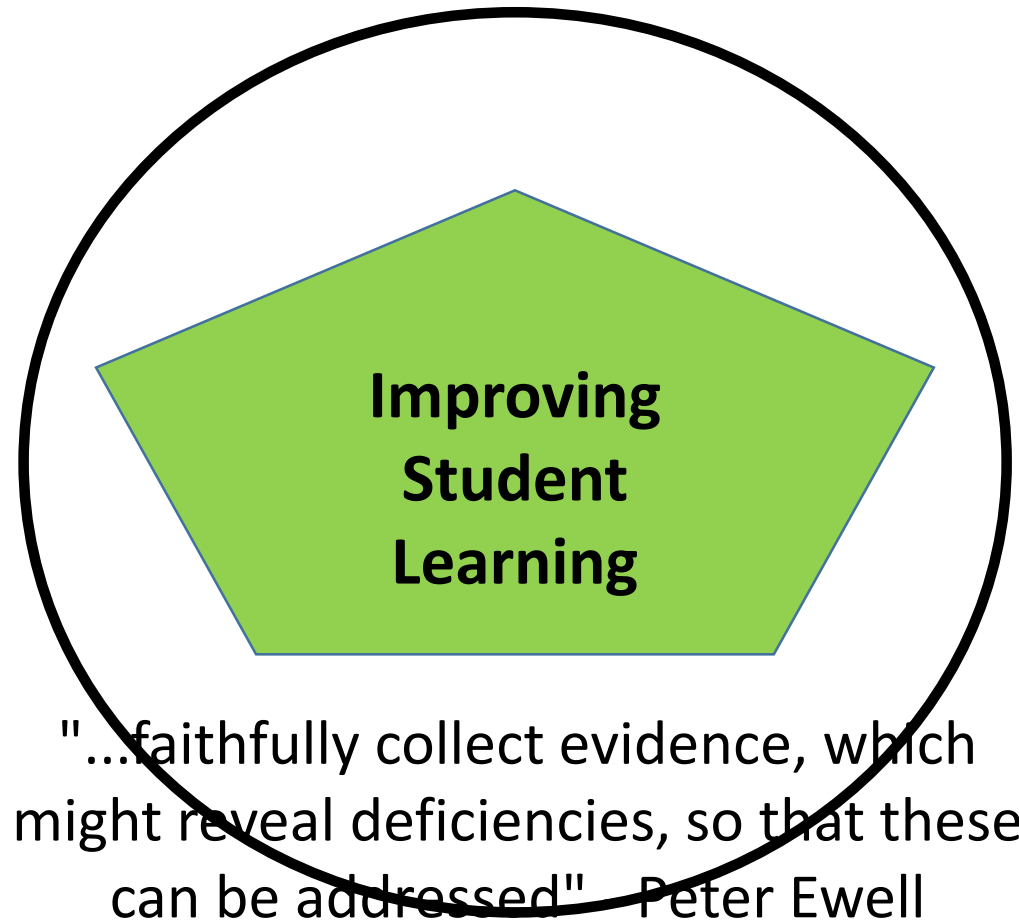


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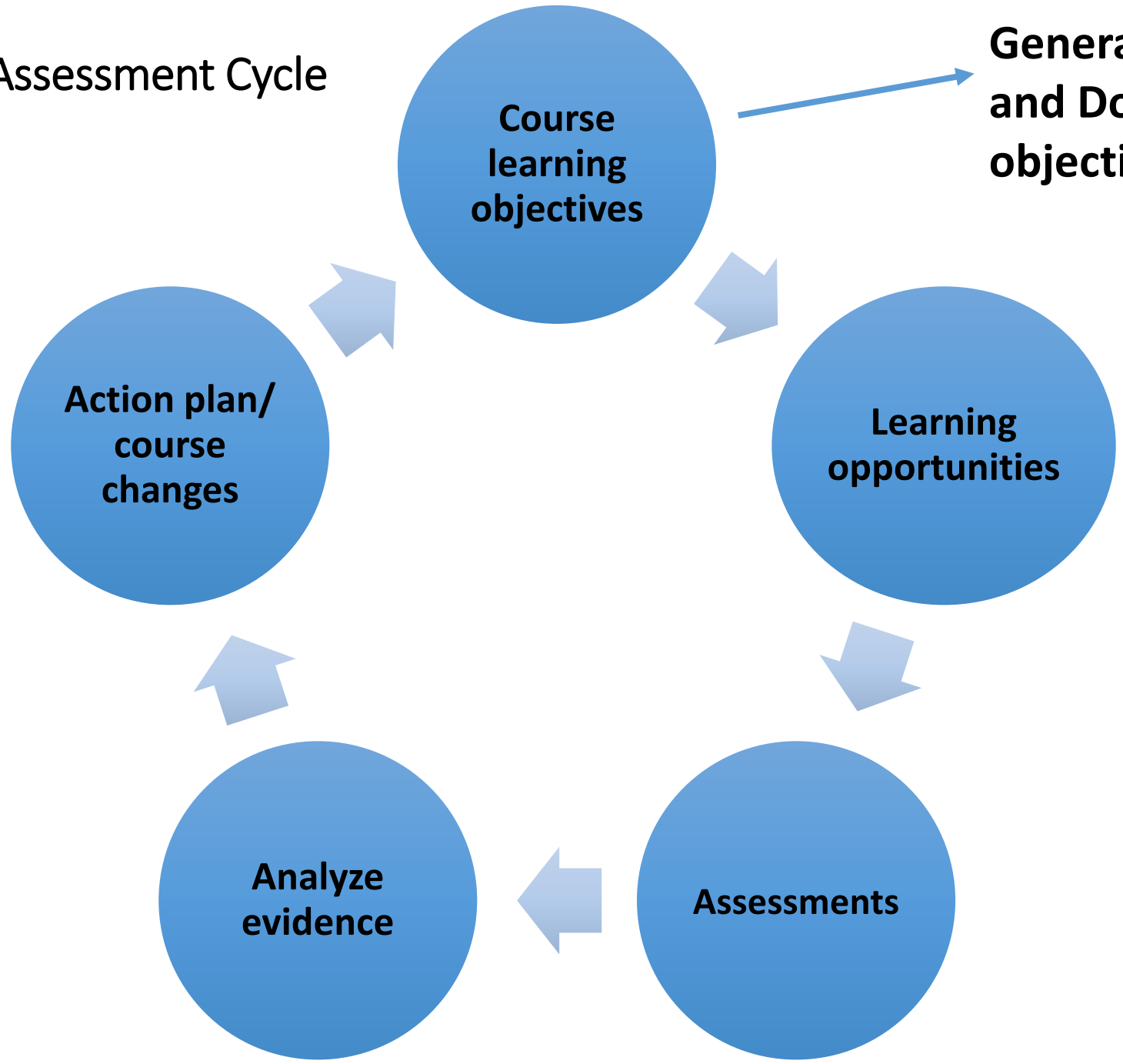
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General Education Assessment Plan

Integrative thinking – related objectives

- Students will meet performance expectations for General Education Key and Domain learning objectives
 - Student performance on assignments aligned with integrative thinking objective
- Students will meet the integrative thinking objective in both Inter-domain and Linked General Education courses
 - Comparison of performance on assignments linked to integrative thinking between Inter-domain and Linked courses.
- Faculty will create General Education courses that emphasize knowledge integration and transfer
 - Course objectives, activities and assignments from integrative studies courses

Teaching/Learning/Assessment Cycle



**General Education Key
and Domain learning
objectives**

**Course
Assignments**



**Course
learning
objectives**



INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**Course
Assignments**

A diagram illustrating the relationship between course assignments and integrative thinking. On the left, a light green rectangular box with a thin black border contains the text 'Course Assignments' in bold black font. A thick black arrow points horizontally from the right side of this box towards the right side of the slide. On the right side, the text 'INTEGRATIVE THINKING' is written in bold black font, followed by a dash and a detailed definition: 'the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.'

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Integrative Thinking Criteria

- Connecting relevant personal experiences to academic knowledge
- Making connections across disciplines or perspectives
- Adapting or applying skills, abilities, theories, or methodologies gained in one situation to new situations
- Selecting appropriate manner(s) and form(s) to convey and enhance meaning
- Demonstrating sense of self as learner by building on prior experience and responding to new/challenging contexts
- Integrating, weighing, combining, or reconciling conflicting disciplinary insights or viewpoints
- Producing a more comprehensive understanding of problems or context, including proposing holistic solutions to problems

Integrative Thinking Assessment PLAN

1. Assignment description
2. Objective(s) addressed by assignment
3. Criteria of integrative thinking addressed by assignment
4. Activities that prepare students for assignment
5. Assignment prompt
6. Scoring method or rubric
7. Exam questions

Integrative Thinking Assessment **REPORT**

1. Student performance
2. Did students meet your expectations?
3. If not, what might be the reason?
4. What changes might you make to improve chances of students meeting your expectations?

Assessing Assessment of Integrative Thinking Pilot

1. What parts of the process worked well? Why?
2. What parts of the process could be improved? How?

How will the process work?

Summer 2018	Before you teach your course	After you teach your course
Liaison from Learning Outcomes Assessment Team (LOA) assigned	LOA Liaison offers guidance, if needed and reminds you to upload your plan to Box	LOA Liaison offers guidance, reminds you to upload your report to Box

Questions?

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