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?
Assessment is “the ongoing process of ...

- establishing clear, measurable expected outcomes of student learning,
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- ensuring that students have sufficient opportunities to achieve those outcomes,
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- establishing clear, measurable expected outcomes of student learning,
- ensuring that students have sufficient opportunities to achieve those outcomes,
- systematically gathering, analyzing, and interpreting evidence to determine how well students’ learning matches the expectations and
- using the resulting information to understand and improve student learning.”

Two approaches to assessment

Accountability

"...look as good as possible regardless of underlying evidence." - Peter Ewell

Improving Student Learning

"...faithfully collect evidence, which might reveal deficiencies, so that these can be addressed" - Peter Ewell
Two approaches to assessment

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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

1. Course learning objectives
2. Assessments
3. Analyze evidence
4. Action plan/course changes
5. Learning opportunities

General Education Key and Domain 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.
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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

Repko, 2008
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
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?

<table>
<thead>
<tr>
<th>Summer 2018</th>
<th>Before you teach your course</th>
<th>After you teach your course</th>
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</thead>
<tbody>
<tr>
<td>Liaison from Learning Outcomes Assessment Team (LOA) assigned</td>
<td>LOA Liaison offers guidance, if needed and reminds you to upload your plan to Box</td>
<td>LOA Liaison offers guidance, reminds you to upload your report to Box</td>
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Questions?

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