

Assessment of Integrated Learning in Programs

As a part of the May 2012 Curriculum Reform Proposal passed by the Faculty Senate, all students are required to complete a “capstone” experience. The first group of students who will need to meet this requirement is the Fall 2013 freshman cohort. They may take capstone or culminating experiences as early as Fall 2016 semester. Most academic programs have courses and learning experiences that they consider to be culminating experiences. For the programs who have not yet designated a capstone course or culminating experience, we will visit the programs and talk to department chairpersons about how they can best implement this requirement for their majors.

Assessment of Learning Outcome for culminating work or experiences: Integrated Learning Outcome

A faculty workgroup has created learning expectations for integrated learning in culminating work or experiences that can be applied across the disciplines. This is the learning outcome that we will use for capstone assessment that best represents the application and synthesis of learning across the disciplines as students complete their undergraduate programs.

Definition of Learning Outcome: Learning: Integrated, Synthesized and Advanced

Synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems.

Proposed Assessment process: Each academic program will identify an embedded assessment in their major that they will designate as the capstone or culminating assessment for integrated learning. Programs may use the 5 levels of proficiency to document and report on integrated learning in their biennial assessment report. The faculty who teach these courses will also complete an integrated learning assessment Qualtrics survey much the same as the USP assessment report each year.

Learning: Integrated, Synthesized and Advanced Fall 2016

Criteria	No Proficiency	Limited Proficiency	Some Proficiency	Proficient	High Proficiency
Connecting learning	Does not connect between learning in different courses in the major	Connects between learning done in different courses in the major occasionally	Connects between learning done in different courses in the major often	Synthesizes learning done in different course in the major on a consistent basis	Synthesizes learning done in different course in the major in great detail
Application of learning outside major	Does not apply learning outside of the major	Applies learning outside of the major occasionally	Applies learning done outside the major in one other discipline	Applies learning done outside the major in multiple disciplines	Applies learning done outside the major in multiple disciplines in detail
Application of learning outside classroom	Does not apply learning outside of classroom	Applies learning outside of the classroom occasionally	Applies learning outside the traditional classroom effectively but occasionally	Applies learning outside the traditional classroom effectively and often	Applies learning outside the traditional classroom effectively and in detail
Transfer of learning	Does not transfer skills abilities, theories, or methodologies to new problems	Transfers a skill, ability, theory or methodology to a new problem, when prompted	Transfers skills, abilities, theories or methodologies to new problems, occasionally	Transfers skills, abilities, theories or methodologies to new problems or projects effectively	Transfers skills, abilities, theories or methodologies to new problems or projects independently and creatively
Reflection on learning	Does not reflect on learning	Reflects on present learning incompletely, when prompted	Reflects on present learning occasionally	Reflects on present learning completely but not as much reference to past or future learning	Reflects on present learning completely building on past learning and projecting future learning
Sources of learning	Does not communicate sources of learning	Communicates sources of learning	Communicates syntheses effectively, without own interpretation, but with acknowledgement of sources	Communicates syntheses effectively, without own interpretation, with acknowledgement of sources	Communicates syntheses concisely and effectively with own interpretation, with acknowledgement of sources