

AY19 Program Learning Outcome (PLO) Assessment: CIVIC ENGAGEMENT

INTEGRATIVE STUDIES

Assessment Type: Academic Program

Year/Term: AY19

Level: IS 401 (ol)

Learning Outcome: Program Learning Outcomes (PLOs)

Assessment Method/Tool: Program Civic Engagement Rubric

Measurement Scale: 3-1

Sample Size: 20

	Proficient (# of students)		Adequate (# of students)		Developing (# of students)	
Demonstrates engagement in a variety of civic & socially responsible contexts.	11	55%	8	40%	1	5%
Applies integrative knowledge, skills, and capabilities to civic & socially responsible contexts.	11	55%	7	35%	2	10%
Employs Integrative principles to critically evaluate research and civic experience.	11	55%	7	35%	2	10%
Applies integrative principles to research & civic experience in order to contribute to the common good.	11	55%	8	40%	2	8%
Means		55%		38%		7%
% scoring 2 or 3						93%
Benchmark:	100%	Institutional benchmark median percentage of students meeting “Proficient” or “Adequate” levels				
Median % Achieving Benchmark:	93%	percentage of students meeting “Adequate” or “Proficient” levels				

Closing the Loop Statement

Twenty students completed the Integrative Studies Capstone (IS 401) course in the Spring term of 2019. Of those, 18, or 90% scored adequate or above across all Civic Engagement PLOs assessed for the Integrative Studies Capstone. These scores were determined through a combination of evaluating civic engagement (application of integrative principles in research, socially responsible contexts and civic experience) as demonstrated through students' Interdisciplinary Research Projects and e-portfolio component pages. For those few students assessed as "developing," this score was a subjective determination based on either sub-par work, or a singular focus on self-interested motives and goals.

I credit the high percentage of students scoring adequate or above to the structured guidance I provide within component assignments throughout the course that encourage and remind students to focus on complex problems that impact their local or broader community. "Complex problem" itself is defined as a real-world problem that has not and arguably cannot be solved from a single disciplinary approach, thus necessitating an interdisciplinary approach, of which there are many examples for students to explore that are relevant to a variety of disciplines and areas of interest.

Nevertheless, in order to achieve the 100% benchmark for civic engagement, additional attention needs to be paid to students that tend toward focusing on their own self-interests irrespective of integrative principles or a larger community context. Shifting these students' focus outward may simply be a matter of helping students re-contextualize stated goals, activities, research questions, etc., as a demonstration of civic engagement through additional feedback early and consistently throughout the term.

Action Plan

I will attempt to identify students early in the term who fail to recognize the importance and advantages of civic engagement to interdisciplinary projects and the professional development of the interdisciplinarian, regardless of plan of study and post-graduation goals. Through gentle feedback, I will attempt to steer these students toward a more civic engagement-focused mindset with the goal of this mindset being evidenced through subsequent written submissions.

AY20 Civic Engagement Improvement Plan Recommendation (Office of the Vice Provost for Academic Quality)

IS's approach to the Program's Civic Engagement outcome represents a solid model in terms of effective assignment design and sequencing of steps, with a clear, succinct, insightful analysis of results, indicating how the outcome aligns with the program's commitment to Civic Engagement, which is central to it.

AY20 IS Civic Engagement Improvement Plan: The results of this assessment, which are very positive overall for student commitment to Civic Engagement, do call for additional intervention for those few students who do not grasp the importance of the program's Civic Engagement outcome. The results of this assessment should be shared with the Integrative Advisory Council and the plans for "gentle

feedback” reviewed and articulated, with the results assessed in an AY20 IS 401 class. The AY20 CE Improvement Plan should report on the results of these efforts and provide data on a course where the improvements have been operationalized.