

## Program Outcomes and Assessment

**Degree Program:** Integrative Studies (BSIS)

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### **Program Mission and Introduction:**

The Integrative Studies Program aims to prepare undergraduates for the challenges and complexity of a 21st century world. It foregrounds interdisciplinary and integrative skills, competencies, and ways of knowing and is committed to the premise that one's learning should serve and shape one's chosen responsibilities in and to the world.

The Integrative Studies Program allows students to create an individualized curriculum composed of courses and experiences that meet their individual career needs. This approach is different from many traditional, discipline-based baccalaureate programs which are designed in part to prepare students for advanced work in a specific academic discipline--a major in history or biology, for example. This flexibility enables students to develop academic plans that meet the ever-changing requirements of the world of work, but it also requires careful planning. Students should clarify their career or learning goals as they begin designing the components of their program. The bachelor's degree in Integrative Studies can also be an appropriate preparation for students planning to attend graduate school in certain disciplines and professions.

### **Learning Outcomes**

Students who complete the degree requirements for the Bachelor of Science in Integrative Studies Program will be able to:

**Outcome 1:** Demonstrate the ability to engage in perspective-taking.

**Outcome 2:** Integrate knowledge and modes of thinking drawn from two or more disciplines.

**Outcome 3:** Produce an interdisciplinary understanding of a complex problem or intellectual question

**Outcome 4:** Engage in experiential learning in prospective career or academic field by serving effectively in a semester long internship.

**Outcome 5:** Demonstrate advanced critical thinking skills at levels required for effective performance in professional and other social or cultural contexts.

**Outcome 6:** Demonstrate advanced communication skills (written, spoken, computer-assisted) at levels required for effective performance in professional and other social or cultural contexts

### **Assessment Methods/Types of Evidence**

#### **Data Collection 1:**

- Graduate Exit Survey
- Data from course grading rubrics (introductory, intermediate & advanced)
- Successful completion of degree requirements

#### **Data Collection 2:**

- Graduate Exit Survey
- Data from course grading rubrics (introductory, intermediate & advanced)
- Successful completion of degree requirements

#### **Data Collection 3:**

- Graduate Exit Survey
- Data from course grading rubrics (introductory, intermediate & advanced)
- Successful completion of 5 course concentration or appropriate minor
- Successful completion of degree requirements

#### **Data Collection 4:**

- Student Internship Reports
- Student Reflection
- Site Supervisor Evaluation
- Successful completion of INTE 3901, "Integrative Studies Practicum/Internship

**Data Collection 5:**

- Exit Interview
- Course Evaluations
- Data from course grading rubrics (introductory, intermediate & advanced)

**Data Collection 6:**

- Exit Interview
- Course Evaluations
- Data from course grading rubrics (introductory, intermediate & advanced)

**Data Collection Overview**

<i>Student Outcomes</i>	<i>Sources of Evidence</i>	<i>When Will Data Collection Take Place</i>	<i>Who Will Collect Information</i>
1. Demonstrate the ability to engage in perspective-taking.	Graduate Exit Survey Data from course grading rubrics (introductory, intermediate & advanced) Successful completion of degree requirements	When student applies to Graduate  Continuously in all courses	Office of Institutional Effectiveness  Course Instructors/Program Office
2. Integrate knowledge and modes of thinking drawn from two or more disciplines.	Graduate Exit Survey Data from course grading rubrics (introductory, intermediate & advanced) Successful completion of degree requirements	When student applies to Graduate  Continuously in all courses	Office of Institutional Effectiveness  Course Instructors/Program Office
3. Produce an interdisciplinary understanding of a complex problem or intellectual question.	Graduate Exit Survey Data from course grading rubrics (introductory, intermediate & advanced) Successful completion of 5	When student applies to Graduate  Continuously in all courses	Office of Institutional Effectiveness  Course Instructors/Program Office

<i>Student Outcomes</i>	<i>Sources of Evidence</i>	<i>When Will Data Collection Take Place</i>	<i>Who Will Collect Information</i>
	course concentration or appropriate minor Successful completion of degree requirements	Throughout the Program	Academic Advisor
4. Engage in experiential learning in prospective career or academic field by serving effectively in a semester long internship.	Student Internship Reports Student Reflection Site Supervisor Evaluation Successful completion of INTE 3901, "Integrative Studies Practicum/Internship	In the semester(s) of INTE 3901	Coordinator of Integrative Studies and Internship Coordinator in Career Services
5. Demonstrate advanced critical thinking skills at levels required for effective performance in professional and other social or cultural contexts.	Exit Interview Course Evaluations Data from course grading rubrics (introductory, intermediate & advanced)	When student applies to Graduate At the end of each semester  Continuously in all courses	Coordinator of Liberal Studies Office of Institutional Effectiveness  Course Instructors/Program Office
6. Demonstrate advanced communication skills (written, spoken, computer-assisted) at levels required for effective performance in professional and other social or cultural contexts.	Exit Interview Course Evaluations Data from course grading rubrics (introductory, intermediate & advanced)	When student applies to Graduate At the end of each semester  Continuously in all courses	Coordinator of Liberal Studies Office of Institutional Effectiveness  Course Instructors/Program Office

## Discussion of Results and Changes

### Program Changes and Results relating to all Learning Outcomes 1-6 are as follows:

2005: INTE 3500 – Worlds of Work removed from degree requirements and inactivated in curriculum

According to course/instructor evaluations, graduate exit surveys/interviews and program self-study, this course is unsuccessful in meeting Learning Outcomes 1-6 and individual student academic and career goals are not met by this course.

Student papers and examinations in courses identified through individualized curriculum plans continue to address Learning Outcome 1-6. More emphasis is now placed on the Internship – INTE 3901 and Service Learning becomes a program priority.

2007: INTE 4500- Capstone Seminar removed from degree requirements and inactivated in curriculum

According to course/instructor evaluations, graduate exit surveys/interviews and program self-study, this course is unsuccessful in meeting Learning Outcomes 1 and individual student academic and career goals are not met by this course.

Students are advised to undertake more than 1 semester of internship/service learning during their academic program. Students are encouraged to intern in a variety of different work environments depending on individualized career and academic goals. Students may enroll in up to 3 semesters for a total of 9 credit hours of internship coursework (INTE 3901).

2008: BSIS Program curriculum requires all students to declare a concentration by enrolling in 5 upper division (3000-4000 level courses) in a single disciplinary area.

2008: The Integrative Studies Degree Program, which was formerly BS/BA in Integrative Studies, is split to create a new Bachelor of Arts in Liberal Studies Program with the goal of creating an interdisciplinary program focusing on the Liberal Arts.